FIFTH-YEAR INTERIM REPORT 2019
Texas Woman’s University

Fifth-Year Interim Report 2019

Southern Association of Colleges and Schools
Commission on Colleges
# TABLE OF CONTENTS

INTRODUCTION ........................................................................................................................... i

Instructions for Electronic Viewing ............................................................................................. i

PART I: SIGNATURES ATTESTING TO INTEGRITY ............................................................. 1

PART II: THE INSTITUTIONAL SUMMARY FORM PREPARED FOR COMMISSION REVIEWS ....................................................................................................................................... 1

General Information .................................................................................................................... 1

Educational Programs ................................................................................................................. 2

Governance Control .................................................................................................................... 3

Institutional Information for Reviewers ...................................................................................... 4

1. *History and Characteristics* ............................................................................................. 4

2. *List of Degrees* ................................................................................................................. 5

3. *Off-Campus Instructional Locations and Branch Campuses* ........................................ 13

4. *Distance and Correspondence Education* ..................................................................... 16

5. *Accreditation* .................................................................................................................. 19

6. *Relationship to the U.S. Department of Education* ....................................................... 21

PART III: THE FIFTH-YEAR COMPLIANCE CERTIFICATION ........................................... 23

Section 5: Administration and Organization ............................................................................. 23

5.4 *Qualified Administrative/Academic Officers* ............................................................... 23

Section 6: Faculty ...................................................................................................................... 27

6.1 *Full-Time Faculty* ............................................................................................................ 27

6.2.b *Program Faculty* ......................................................................................................... 30

6.2.c *Program Coordination* ............................................................................................... 36

Section 8: Student Achievement ............................................................................................... 38

8.1 *Student Achievement* .................................................................................................... 38

8.2.a *Student Outcomes: Educational Programs* ................................................................. 42

Section 9: Educational Program Structure and Content ............................................................ 58

9.1 *Program Content* ............................................................................................................ 58

9.2 *Program Length* ............................................................................................................. 65

Section 10: Educational Policies, Procedures, and Practices .................................................... 67

10.2 *Public Information* ........................................................................................................ 67

10.3 *Archived Information* .................................................................................................. 69
INTRODUCTION

Instructions for Electronic Viewing

TWU wants your evaluation process to go as smoothly as possible. The following instructions will assist you in navigating and viewing files. All documents have been provided in this USB drive. The primary document is named *TWU Fifth-Year Report 2019* and is in PDF format. The evidence folders will normally be displayed first, so it may be necessary to scroll down to find the document.

To facilitate reading the document, a navigation menu has been provided. Adobe calls this menu a “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. Use the zoom functionality to adjust the PDF size for readability.

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 [https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html](https://acrobat.adobe.com/us/en/acrobat/pdf-reader.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 below).
- 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 below).
- Finally, to avoid damaging the files on the USB drive, use the eject feature of your operating system before removing the drive (see instruction C below).

A. Open Links in New Window

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

![Image of Preferences window with Documents selected and Open cross-document links in same window uncheck]

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

B. To Disable Security Alert from Prompting with Each Link

a. Navigate to Edit > “Preferences”

![Image of Preferences window with Security (Enhanced) selected and Add Folder Path button highlighted]

b. Select “Security (Enhanced)” and then click “Add Folder Path”
c. Navigate to the provided flash drive, E:\ for example, and click “OK”
d. Click OK located in the bottom right hand corner of the Preferences window

C. **Ejecting USB for Mac**

![Image of Ejecting USB for Mac]

**Ejecting USB for Windows**

![Image of Ejecting USB for Windows]
PART I: SIGNATURES ATTESTING TO INTEGRITY

By signing below, we attest that Texas Woman’s University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the Principles of Accreditation.

Date of Submission: March 15, 2019

Accreditation Liaison

Name of Accreditation Liaison:

Barbara D’Auria Lerner, Ph.D.
Vice Provost for Undergraduate Studies and Academic Partnerships
SACSCOC Liaison

Signature:

[Signature]

Chief Executive Officer

Name of Chief Executive Officer:

Carine M. Feyten, Ph.D.
Chancellor and President

Signature:

[Signature]
PART II: THE INSTITUTIONAL SUMMARY FORM PREPARED FOR COMMISSION REVIEWS

General Information

Name of Institution: Texas Woman’s University

Name, Title, Phone number, and email address of Accreditation Liaison
Barbara D’Auria Lerner, Ph.D.
TWU SACS Liaison/Vice Provost
Undergraduate Studies & Academic Partnerships
940-898-2739 (Office)
940-395-4367 (Mobile)
blerner@twu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Su Chuan Rita He, Ed.D.
Senior Business Systems Analyst
Institutional Research and Data Management
940-898-3026 (Office)
940-218-8263 (Mobile)
she1@twu.edu

IMPORTANT:

Accreditation Activity (check one):
☐ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☒ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:
March 15, 2019
Educational Programs

1. Level of offerings (Check all that apply)

☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☒ Professional degree program(s)
☒ Master's degree program(s)
☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☒ Doctoral degree program(s)
☐ Other (Specify)

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate
☒ Liberal Arts and General
☒ Teacher Preparatory
☒ Professional
Governance Control

Check the appropriate governance control for the institution:

☐ Private *(check one)*

☐ Independent, not-for-profit

  Name of corporation OR
  Name of religious affiliation and control:

☐ Independent, for-profit *

  If publicly traded, name of parent company:

☒ Public state *(check one)*

☒ Not part of a state system, institution has own independent board

☐ Part of a state system, system board serves as governing board

☐ Part of a state system, system board is super governing board, local governing
  board has delegated authority

☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system
  operation must be submitted as part of the Compliance Certification for the decennial
  review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports”
  for additional direction.
Institutional Information for Reviewers

1. **History and Characteristics**

   Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Established in 1901 by an act of the 27th Texas Legislature, Texas Woman’s University (TWU) is the state’s only public university dedicated to the education of women. It began classes in 1903 and awarded its first baccalaureate degrees in 1915, master’s degrees in 1931, and doctoral degrees in 1953. TWU is home to five colleges: College of Arts & Sciences, College of Business, College of Health Sciences, College of Nursing, and College of Professional Education as well as the Graduate School. Extending its reach beyond the north Texas area, TWU added health sciences institutes in Houston (1960) and Dallas (1966), which operate under the administrative structure housed in Denton. TWU admitted men to all programs in 1994.

TWU focuses on health and well-being, a learn-by-doing pedagogy, and diversity with an emphasis on women. This distinctive approach extends learning beyond the classroom to prepare students not just for jobs but for careers, leadership, service, health, and happiness. TWU is inclusive while maintaining a focus on the unique contributions that women bring to all facets of the human endeavor. TWU aspires to address the needs of a changing world and a contemporary student body with a purpose to **educate a woman, empower the world** in alignment with its mission:

   *Texas Woman’s University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation’s largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman’s inspires excellence and a pioneering spirit.*

TWU’s student population is approximately 2/3 undergraduate and 1/3 graduate with 89% female and 11% male students. Undergraduates are almost evenly divided between first-time-in-college and transfer students, with high Pell eligibility and a high percentage of first-generation students. TWU is an Hispanic-serving institution (HSI); and undergraduate students are highly diverse and include 38% White, 31% Hispanic, 18% African American, 10% Asian/Pacific Islander, and 3% other ethnicities. TWU offers both distance education programs and dual enrollment courses in local high schools. The Texas Higher Education Coordinating Board has designated the following Texas universities as peers for TWU: Sam Houston State University, Texas A&M—Corpus Christi, Texas A&M—Commerce, Texas A&M—Kingsville, Texas Southern University, and University of Texas—Rio Grande Valley. TWU maintains selective admissions criteria similar to its peers.
2. **List of Degrees**
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

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<td>35</td>
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<tr>
<td>MS</td>
<td>35</td>
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<tr>
<td>Adult/Gerontology Nurse Practitioner</td>
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<td>Family Nurse Practitioner</td>
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<td>Pediatric Nurse Practitioner</td>
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<td>Counseling and Development</td>
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<td><strong>Arts &amp; Sciences</strong></td>
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<td>Chemistry &amp; Biochemistry</td>
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<td>Science, Society, &amp; Sustainability*</td>
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<tr>
<td>Mathematics &amp; Computer Science</td>
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<td>Interprofessional Informatics</td>
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<td>Music &amp; Theatre</td>
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<td>Sociology &amp; Social Work</td>
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<td>Social Science Research Methods</td>
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<td>Leadership*</td>
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<td><strong>Health Sciences</strong></td>
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<td>Health Promotion and Kinesiology</td>
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<td>Adapted Physical Education</td>
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<td>Graduate Certificate</td>
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<tr>
<td>Outdoor Adventure Leadership*</td>
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<tr>
<td>Undergraduate Certificate</td>
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</table>
Physical Therapy  
Women's Health Physical Therapy  
Graduate Certificate

Nursing  
Nurse Practitioner  
Adult/Gerontology Acute Care Nurse Practitioner  
Graduate Certificate  
Adult/Gerontology Nurse Practitioner  
Graduate Certificate  
Family Nurse Practitioner  
Graduate Certificate  
Nursing Education  
Graduate Certificate

Professional Education  
Library and Information Studies  
Evidence-based Health Science Librarianship  
Graduate Certificate  
School Librarianship  
Graduate Certificate  
Teacher Education  
Advanced Study-Principal  
Graduate Certificate  
Educational Diagnostician  
Graduate Certificate

Grand Total 112

*Undergraduate certificates are embedded in the baccalaureate program. Graduation is required prior to posting certificates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

TWU does not offer any credit, non-credit, or pathways English as a Second Language (ESL) programs.
3. **Off-Campus Instructional Locations and Branch Campuses**

List all locations where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Table 1: Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50% or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported to and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date of SACSCOC approval letter</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWU—T. Boone Pickens Institute of Health Sciences—Dallas Center</td>
<td>5500 Southwestern Medical Avenue, Dallas, TX 75235</td>
<td>1960 (Name change approved March 20, 2018)</td>
<td>1960</td>
<td>Health Systems Management—MHSN Nursing—BS, MS, DNP Occupational Therapy—MOT, OTD, PhD Physical Therapy—DPT, PhD</td>
<td>Yes</td>
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<tr>
<td>TWU Institute of Health Sciences—Houston Center</td>
<td>6700 Fannin, Houston, TX 77030</td>
<td>1966 (Name change approved March 20, 2018)</td>
<td>1966</td>
<td>Health Care Administration—MHA Nursing—BS, MS, DNP, PhD Nutrition—BS Occupational Therapy—MOT, OTD, PhD Physical Therapy—DPT, PhD</td>
<td>Yes</td>
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<tr>
<td>Collin Higher Education Center</td>
<td>3452 Spur 399 McKinney, TX 75069</td>
<td>March 25, 2010</td>
<td>August 23, 2010</td>
<td>Child Development—BS Nutrition—BS Educational Leadership—MEd</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. *Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.* For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date of SACSCOC letter accepting notification</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argyle High School—Active</td>
<td>191 S. Highway 377, Argyle, TX 76226</td>
<td>11/9/2018</td>
<td>1/14/2019</td>
<td>Dual enrollment general education courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Braswell High School—Active</td>
<td>26750 E. University, Aubrey, TX 76227</td>
<td>11/9/2018</td>
<td>1/14/2019</td>
<td>Dual enrollment general education courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Guyer High School—Active</td>
<td>7501 Teasley Lane, Denton, TX 76210</td>
<td>11/9/2018</td>
<td>1/14/2019</td>
<td>Dual enrollment general education courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Ryan High School—Active</td>
<td>5101 E. McKinney St., Denton, TX 76208</td>
<td>11/9/2018</td>
<td>1/14/2019</td>
<td>Dual enrollment general education courses</td>
<td>Yes</td>
</tr>
</tbody>
</table>
**Table 3: Branch campus**—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported to and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date of SACSCOC approval letter</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
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<tbody>
<tr>
<td>Not applicable</td>
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4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

TWU received SACSCOC approval to offer distance education on July 7, 1997. The tables below list the credit bearing educational programs where 50% or more of the credit hours are delivered through distance education modes.

<table>
<thead>
<tr>
<th>Degree Program/Certificate</th>
<th>Type of Distance Education</th>
<th>Synchronous Technology</th>
<th>Asynchronous Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (completion), BBA</td>
<td>Hybrid</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Administration, MEd</td>
<td>Online</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Advanced Geriatric Physical Therapy, Post-Professional</td>
<td>Online</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>Hybrid</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Business (completion), BAAS</td>
<td>Hybrid</td>
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</tr>
<tr>
<td>Business Administration-Accounting, MBA</td>
<td>Hybrid</td>
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<tr>
<td>Business Administration-Business Analytics, MBA</td>
<td>Hybrid</td>
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<tr>
<td>Business Administration-Health Care Administration, MBA</td>
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<tr>
<td>Business Administration-Human Resources Management, MBA</td>
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<tr>
<td>Child Development, MS</td>
<td>Online</td>
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<td>Child Life, MS</td>
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<td>Criminal Justice (completion), BA</td>
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<td>Dental Hygiene (completion), RDH-BSDH</td>
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<td>Education of the Deaf, MEd</td>
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<tr>
<td>Educational Leadership, MEd</td>
<td>Online</td>
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<tr>
<td>Evidence-Based Health Science Librarianship, Graduate Certificate</td>
<td>Online</td>
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<td>Family Studies, MS</td>
<td>Online</td>
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<td>General Studies, BGS</td>
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<tr>
<td>Degree Program/Certificate</td>
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<td>Asynchronous Technology</td>
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<td>History, Graduate Certificate</td>
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<tr>
<td>Human Resource Management (completion), BBA</td>
<td>Hybrid</td>
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<tr>
<td>Informatics (completion), BS</td>
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<tr>
<td>Informatics, MS</td>
<td>Online</td>
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<tr>
<td>Interprofessional Informatics, Post-Baccalaureate Certification</td>
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<tr>
<td>Kinesiology-All Area Coaching, MS</td>
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<tr>
<td>Kinesiology-Sport Management, MS</td>
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<tr>
<td>Leadership in Education and Sport, Certificate</td>
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<td>Library Science, MA</td>
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<td>Nursing, RN to BS</td>
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<td>Nursing-Health Systems Management, MS</td>
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<td>Occupational Therapy, PhD</td>
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<td>Psychology (completion), BS</td>
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<td>Reading Education, MEd</td>
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<td>School Librarianship, Graduate Certificate</td>
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<tr>
<td>Sociology (completion), BS</td>
<td>Online</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Special Education, MEd</td>
<td>Hybrid</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Speech/Language Pathology, MS</td>
<td>Online</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Teaching, MAT</td>
<td>Hybrid</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Theatre, MA</td>
<td>Hybrid</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

***The MS in Speech/Language Pathology utilizes webconferencing to deliver synchronous instruction to students at 16 Texas Education Agency Regional Service Centers across the state of Texas. The centers are listed in the chart below.

### MS in Speech/Language Pathology Synchronous Delivery Sites

<table>
<thead>
<tr>
<th>Region</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Edinburg</td>
<td>1900 West Schunior Edinburg, TX 78541</td>
</tr>
<tr>
<td>2 – Corpus Christi</td>
<td>209 North Water Street Corpus Christi, TX 78401</td>
</tr>
<tr>
<td>3 – Victoria</td>
<td>1905 Leary Lane Victoria, TX 77901</td>
</tr>
<tr>
<td>4 – Houston</td>
<td>7145 West Tidwell Houston, TX 77092</td>
</tr>
<tr>
<td>6 – Huntsville</td>
<td>3332 Montgomery Road Huntsville, TX 77340</td>
</tr>
<tr>
<td>7 – Kilgore</td>
<td>1909 N. Longview Street Kilgore, TX 75662</td>
</tr>
<tr>
<td>9 – Wichita Falls</td>
<td>301 Loop 11 Wichita Falls, TX 76306</td>
</tr>
<tr>
<td>Location</td>
<td>Address</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Richardson</td>
<td>400 E. Spring Valley Road Richardson, TX 75081</td>
</tr>
<tr>
<td>Fort Worth</td>
<td>1451 S. Cherry Lane White Settlement, TX 76108</td>
</tr>
<tr>
<td>Waco</td>
<td>P. O. Box 23409 Waco, TX 76702-3409 Location: 2101 W. Loop 340, 76712</td>
</tr>
<tr>
<td>Austin</td>
<td>5701 Springdale Road Austin, TX 78723</td>
</tr>
<tr>
<td>San Angelo</td>
<td>P. O. Box 5199 San Angelo, TX 76902-5199 Location: 612 South Irene Street, 76903</td>
</tr>
<tr>
<td>Lubbock</td>
<td>1111 West Loop 289 Lubbock, TX 79416</td>
</tr>
<tr>
<td>Midland</td>
<td>P. O. Box 60580 Midland, TX 79711-0580 Location: 2811 LaForce Blvd., 79706</td>
</tr>
<tr>
<td>El Paso</td>
<td>P. O. Box 971127 El Paso, TX 79997-1127 Location: 6611 Boeing Drive, 79925</td>
</tr>
<tr>
<td>San Antonio</td>
<td>1314 Hines Avenue San Antonio, TX 78208</td>
</tr>
</tbody>
</table>
5. *Accreditation*

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

<table>
<thead>
<tr>
<th>College</th>
<th>School / Department</th>
<th>Program</th>
<th>Degree Level</th>
<th>Accrediting/Approving/Certifying Organization</th>
<th>Last Accredited / Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Sciences</td>
<td>School of the Arts</td>
<td>Dance</td>
<td>B,M,D</td>
<td>National Association of Schools of Dance</td>
<td>Oct 2013</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
<td>B,M</td>
<td>National Association of Schools of Music</td>
<td>2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music Therapy</td>
<td>M</td>
<td>National Association of Schools of Music</td>
<td>2015</td>
</tr>
<tr>
<td>Chemistry &amp; Biochemistry</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>B</td>
<td>American Chemistry Society</td>
<td>March 2013</td>
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<tr>
<td>Psychology &amp; Philosophy</td>
<td>Counseling Psychology</td>
<td>D</td>
<td>American Psychological Association</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Psychology</td>
<td>S</td>
<td>National Association of School Psychologists</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>American Psychological Association</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>National Association of School Psychologists</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>College of Business</td>
<td>Business Programs</td>
<td>B,M</td>
<td>Accreditation Council for Business Schools and Programs</td>
<td>Sep 2011</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Dental Hygiene</td>
<td>B</td>
<td>American Dental Association Commission on Accreditation</td>
<td>2012</td>
<td></td>
</tr>
<tr>
<td>Health Care Administration</td>
<td>Health Care Administration - Houston (Master of Healthcare Administration)</td>
<td>M</td>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>2015</td>
<td></td>
</tr>
<tr>
<td>Nutrition &amp; Food Sciences</td>
<td>Dietetics; Didactic Program in Dietetics (DPD)</td>
<td>B</td>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dietetics; Combined Masters Internship-Denton &amp; Houston</td>
<td>M</td>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
<td>Denton - 2016 Houston - Jan 2015</td>
<td></td>
</tr>
<tr>
<td>School of Occupational Therapy</td>
<td>Occupational Therapy</td>
<td>M</td>
<td>Commission on Accreditation for Occupational Therapy Education</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>School of Physical Therapy</td>
<td>Physical Therapy</td>
<td>M,D</td>
<td>Commission on Accreditation in Physical Therapy Education</td>
<td>May 2012</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>School / Department</td>
<td>Program</td>
<td>Degree Level</td>
<td>Accrediting/Approving/Certifying Organization</td>
<td>Last Accredited / Certified</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------</td>
<td>---------------------------------</td>
<td>--------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>Nursing</td>
<td>B</td>
<td>Board of Nurse Examiners for the State of TX</td>
<td>May 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nursing</td>
<td>B,M, DNP</td>
<td>Commission on Collegiate Nursing Education</td>
<td>2014</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling and Development -</td>
<td>M</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
<td>Mar 2016</td>
</tr>
<tr>
<td></td>
<td>Family Sciences</td>
<td>Community Counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counseling and Development -</td>
<td>M</td>
<td>Council for Accreditation of Counseling and Related Educational Programs</td>
<td>Mar 2016</td>
</tr>
<tr>
<td></td>
<td>Professional Education</td>
<td>School Counseling</td>
<td></td>
<td>Commission on Accreditation for Marriage and Family Therapy Education</td>
<td>May 2016</td>
</tr>
<tr>
<td></td>
<td>Family Therapy</td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School of Library and Information</td>
<td>Library Science</td>
<td>M</td>
<td>American Library Association</td>
<td>Spring 2017</td>
</tr>
<tr>
<td></td>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

Not applicable

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

Not applicable
6. **Relationship to the U.S. Department of Education**

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

TWU has no limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years.
PART III: THE FIFTH-YEAR COMPLIANCE CERTIFICATION

Section 5: Administration and Organization

5.4 Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

_X_ Compliance ___ Non-Compliance

Narrative

To ensure that Texas Woman’s University (TWU) has effective leadership to accomplish its mission, the University employs academic and administrative officers with the credentials and expertise appropriate to the duties and responsibilities associated with their positions. TWU utilizes position descriptions to outline the knowledge, skills, and abilities required for these positions. To ensure that persons holding key leadership positions in the institution are qualified to carry out their responsibilities, each individual undergoes a prescribed hiring process and annual performance review. The hiring process follows University Regulation and Procedure (URP) V.10.b Recruitment, Search, and Selection [1] and includes reviews and interviews by a search committee and a review of credentials by the Office of Human Resources. Vitas for each individual verify that he/she holds the credentials necessary to carry out the responsibilities of the respective position. Vitas and job descriptions are accessible from Table 1 below.

**Chancellor and President’s Cabinet**

The Chancellor’s Cabinet includes the Vice Presidents who oversee each major division or office at the university—Academic Affairs, Advancement, Enrollment Management, Finance and Administration, and Student Life. The group also includes the Chief of Staff, the General Counsel, the Chief Information Officer, the Chief Marketing and Communications Officer, the Chief Human Resource Officer, and the Director of Governmental and Legislative Affairs. Five Cabinet members hold terminal degrees in their respective fields, and all have extensive experience as executive officers in their areas of supervision.

**Academic Affairs**

The Provost’s leadership team consists of one executive vice provost, three vice provosts, and one assistant provost. The Executive Vice Provost, the Vice Provost for Institutional Research and Improvement, the Vice Provost for Undergraduate Studies and Academic Partnerships, and the Vice Provost for Research each hold terminal degrees in their fields, are tenured professors, and have a background of experience in academic administration. The Assistant Provost for Student Success Initiatives holds a terminal degree in higher education with more than 15 years of experience in academic administration.
Deans of the academic colleges, the Graduate School, and the TWU Libraries hold terminal degrees in a field representative of their respective college. Each dean is an experienced leader having served a number of years as an academic administrator.

Student Life

At TWU, the Student Life Division is involved in all phases of the student’s post-secondary experience. The Vice President of Student Life’s leadership team includes an Associate Vice President for Student Engagement and an Associate Vice President for Student Enrichment, Health, and Support. Each has a terminal degree in her respective field and extensive experience as a student life administrator.

Regular Evaluation of Administrators

TWU evaluates the effectiveness of all administrators on an annual basis. This evaluation is guided by URP V.16.a Staff Performance Management and Evaluation [2]. The Office of Human Resources provides training, guidelines, and instructions for conducting performance evaluations.

The Performance Evaluation System identifies indicators of achievement, stimulates improved performance, ties performance to the University’s goals, establishes mutual goals, and increases employer and employee communication. Administrators are evaluated on performance criteria including base performance dimensions, creativity/innovation/vision, agenda control, communication and relationships, effective teamwork, and change resilience [2]. Administrators complete a self-evaluation of performance that includes open-ended questions focused on annual accomplishments and challenges, goals for the coming year, cost-effectiveness, improvements, training, leadership skills, training for employees, communication and feedback with employees, and strengths and weaknesses. Administrators are required to rate their performance in key areas including: accomplishment of stated objectives, the coordination and control of resources, analytical skills and judgment, service support, accountability, planning, organization, fiscal responsibility, communication, leadership, teamwork, and adaptability to change.

The Chancellor and President completes the performance plan and evaluation annually for each Vice President. All administrators across the institution complete the official performance plan and evaluation annually. In accordance with URP III.12.d Post Tenure Review [3], administrators who hold tenured positions undergo a post-tenure review every three years in addition to the annual performance evaluation.

Organizational Chart

TWU’s key decision makers and executive leadership team are listed in the TWU organizational chart [4]. Table 1 includes position descriptions and resumes/vitas for administrative and academic officers.
Table 1. Administrative and Academic Officer Position Descriptions and Vitae/Resumes

<table>
<thead>
<tr>
<th>Position and Job Description</th>
<th>Vita or Resume</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Counsel [5]</td>
<td>[5a]</td>
</tr>
<tr>
<td>Chief Information Officer [6]</td>
<td>[6a]</td>
</tr>
<tr>
<td>Director Governmental Relations &amp; Legislative Affairs [7]</td>
<td>[7a]</td>
</tr>
<tr>
<td>Director Internal Audits [8]</td>
<td>[8a]</td>
</tr>
<tr>
<td>Vice President Marketing &amp; Communications [9]</td>
<td>[9a]</td>
</tr>
<tr>
<td>Executive Director Institute for Women’s Leadership [10]</td>
<td>[10a]</td>
</tr>
<tr>
<td>Vice President Finance &amp; Administration [11]</td>
<td>[11a]</td>
</tr>
<tr>
<td>Associate Vice President Budget and Finance [12]</td>
<td>[12a]</td>
</tr>
<tr>
<td>Associate Vice President Facilities Management &amp; Construction [13]</td>
<td>[13a]</td>
</tr>
<tr>
<td>Vice President Enrollment Management [14]</td>
<td>[14a]</td>
</tr>
<tr>
<td>Vice President Student Life [15]</td>
<td>[15a]</td>
</tr>
<tr>
<td>Associate Vice President Student Engagement [16]</td>
<td>[16a]</td>
</tr>
<tr>
<td>Associate Vice President Student Enrichment, Health, &amp; Support [17]</td>
<td>[17a]</td>
</tr>
<tr>
<td>Provost and Vice President of Academic Affairs [18]</td>
<td>[18a]</td>
</tr>
<tr>
<td>Executive Vice Provost [19]</td>
<td>[19a]</td>
</tr>
<tr>
<td>Vice Provost Undergraduate Studies &amp; Academic Partnerships [20]</td>
<td>[20a]</td>
</tr>
<tr>
<td>Vice Provost Research &amp; Sponsored Programs [21]</td>
<td>[21a]</td>
</tr>
<tr>
<td>Vice Provost Institutional Research &amp; Improvement [22]</td>
<td>[22a]</td>
</tr>
<tr>
<td>Assistant Provost Student Success Initiatives [23]</td>
<td>[23a]</td>
</tr>
<tr>
<td>Dean College of Arts &amp; Sciences [24]</td>
<td>[24a]</td>
</tr>
<tr>
<td>Dean College of Health Sciences [25]</td>
<td>[25a]</td>
</tr>
<tr>
<td>Dean College of Nursing [26]</td>
<td>[26a]</td>
</tr>
<tr>
<td>Dean College of Professional Education [27]</td>
<td>[27a]</td>
</tr>
<tr>
<td>Dean College of Business [28]</td>
<td>[28a]</td>
</tr>
<tr>
<td>Dean Graduate School [29]</td>
<td>[29a]</td>
</tr>
<tr>
<td>Dean TWU Libraries [30]</td>
<td>[30a]</td>
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<tr>
<td>Vice President University Advancement [31]</td>
<td>[31a]</td>
</tr>
<tr>
<td>Associate Vice President Advancement [32]</td>
<td>[32a]</td>
</tr>
</tbody>
</table>

Supporting Documents
[1] URP V.10.b Recruitment, Search, and Selection
[4] TWU Organizational Chart
[5] General Counsel Job Description
[5a] General Counsel Katherine Green Resume
[6] Chief Information Officer
[6a] Chief Information Officer Raechelle Clemmons Resume
[7] Director Governmental Relations & Legislative Affairs
[7a] Director Governmental Relations & Legislative Affairs Kevin Cruser Resume
[8] Director Internal Audits
[8a] Director Internal Audits Ali Subhani Resume
[9] Vice President Marketing & Communications
[9a] Vice President Marketing & Communications Cynthia Pollard Resume
[10] Executive Director Institute for Women’s Leadership
[10a] Executive Director Institute for Women’s Leadership Mary Saunders Resume
[11] Vice President Finance & Administration
[11a] Vice President Finance & Administration Jason Tomlinson Resume
[12] Associate Vice President Budget and Finance
[12a] Associate Vice President Budget and Finance Rana Askins Resume
[13] Associate Vice President Facilities Management & Construction
[13a] Associate Vice President Facilities Management & Construction Robert Ramirez Resume
[14] Vice President Enrollment Management
[14a] Vice President Enrollment Management Randall Langston Resume
[15] Vice President Student Life
[15a] Vice President Student Life Monica Mendez-Grant Resume
[16] Associate Vice President Student Engagement
[16a] Associate Vice President Student Engagement Stephanie Krauth Resume
[17] Associate Vice President Student Enrichment, Health & Support
[17a] Associate Vice President Student Enrichment, Health & Support Stephanie Brown Resume
[18] Provost and Vice President of Academic Affairs
[18a] Provost and Vice President of Academic Affairs Alan Utter Resume
[19] Executive Vice Provost
[19a] Executive Vice Provost Jennifer Martin Resume
[20] Vice Provost Undergraduate Studies & Academic Partnerships
[20a] Vice Provost Undergraduate Studies & Academic Partnerships Barbara Lerner Resume
[21] Vice Provost Research & Sponsored Programs
[21a] Vice Provost Research & Sponsored Programs Donna Tilley Resume
[22] Vice Provost Institutional Research & Improvement
[22a] Vice Provost Institutional Research & Improvement Mark Hamner Resume
[23] Assistant Provost Student Success Initiatives
[23a] Assistant Provost Student Success Initiatives Joshua Adams Resume
[24] Dean College of Arts & Sciences
[24a] Dean College of Arts & Sciences Abigail Tilton Resume
[25] Dean College of Health Sciences
[25a] Dean College of Health Sciences Christopher Ray Resume
[26] Dean College of Nursing
[26a] Dean College of Nursing Anita Hufft Resume
[27] Dean College of Professional Education
[27a] Dean College of Professional Education Lisa Huffman Resume
[28] Dean College of Business
[28a] Dean College of Business James Lumpkin Resume
[29] Dean Graduate School
[29a] Dean Graduate School Carolyn Kapinus Resume
[30] Dean TWU Libraries
[30a] Dean TWU Libraries Suzanne Sears Resume
[31] Vice President University Advancement
[31a] Vice President University Advancement Kimberly Russell Resume
[32] Associate Vice President Advancement
[32a] Associate Vice President Advancement Robin Head Resume
Section 6: Faculty

6.1 Full-Time Faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

X Compliance ___ Non-Compliance

Narrative

Definition of Full-time Faculty

A full-time faculty member at Texas Woman's University (TWU) is expected to carry a minimum of 9 teaching work units during each fall and spring semester, but not more than 18 work units during those same periods. Each department is expected to maintain an average of 12 teaching work units per full-time faculty member for each semester. In addition to teaching, each full-time faculty member is expected to participate in a wide range of duties and responsibilities, including professional, scholarly, research, or creative activities; administrative duties; and university, disciplinary, and/or community service [1].

Faculty members on a tenure track must be full-time and be appointed to one of the standard ranks: Professor, Associate Professor, Assistant Professor, or Instructor [2]. Under appropriate circumstances, full-time faculty may be appointed to non-tenure-track positions with the following titles: Senior Lecturer, Lecturer II, Lecturer I, Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, Clinical Instructor, Research Professor, Associate Research Professor, Assistant Research Professor, Artist-in-Residence, or Scholar-in-Residence [2]. Non-tenure-track faculty may be employed in visiting roles on a temporary basis.

Faculty Size by College

TWU’s colleges and academic components are organized as shown in the Academic Affairs Organizational Chart [3]. Academic components are organized into five colleges: College of Arts and Sciences, College of Business, College of Health Sciences, College of Nursing, and College of Professional Education. During Fall 2018, TWU employed 1,134 full- and part-time faculty members, including 139 graduate teaching assistants, with 502 (44.3%) of the faculty being full-time. Among full-time faculty, 66.3% (333) were tenured or on tenure track. The remainder of full-time faculty are primarily clinical faculty in TWU’s many health sciences programs.

Because full-time faculty normally teach three to four classes, and adjunct faculty and graduate teaching assistants teach only one or two classes, the use of full-time teaching equivalents (FTTE) allows more accurate comparisons than raw numbers of faculty. The distribution of faculty FTTE by college is shown in Table 1 below. The nature of and variation among programs impact the number and type of faculty teaching in each college. The College of Health Sciences has the highest percentage of full-time faculty, 74.6%, whereas the College of Nursing has the lowest percentage of full-time faculty (47.1%). The College of Nursing, with a large
baccalaureate degree program offered in two locations utilizes, a cadre of well qualified practitioners to supervise low student-to-faculty ratio clinical experiences.

**Table 1. Full-time Teaching Equivalents (FTTE) by College**

<table>
<thead>
<tr>
<th>Faculty College</th>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
<th>Teaching Assistants</th>
<th>Total Faculty</th>
<th>% of Full-time Faculty FTTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># FTTE</td>
<td># FTTE</td>
<td># FTTE</td>
<td># FTTE</td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>173 158.6</td>
<td>156 93.1</td>
<td>92 46.3</td>
<td>421 298.0</td>
<td>53.2%</td>
</tr>
<tr>
<td>Business</td>
<td>32 29.7</td>
<td>29 17.7</td>
<td></td>
<td>61 47.4</td>
<td>62.6%</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>124 113.6</td>
<td>48 25.4</td>
<td>25 13.3</td>
<td>197 152.3</td>
<td>74.6%</td>
</tr>
<tr>
<td>Nursing</td>
<td>105 91.6</td>
<td>136 97.9</td>
<td>5 5.0</td>
<td>246 194.5</td>
<td>47.1%</td>
</tr>
<tr>
<td>Professional Education</td>
<td>68 63.0</td>
<td>82 36.9</td>
<td>17 8.7</td>
<td>167 108.6</td>
<td>58.1%</td>
</tr>
<tr>
<td>University</td>
<td>42 4.7</td>
<td></td>
<td></td>
<td>42 4.7</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>502 456.5</strong></td>
<td><strong>493 275.7</strong></td>
<td><strong>139 73.3</strong></td>
<td><strong>1,134 805.4</strong></td>
<td><strong>56.7%</strong></td>
</tr>
</tbody>
</table>

**Adequacy of Full-Time Faculty in Supporting Mission**

Providing high quality undergraduate, graduate, and professional programs on campus and at a distance is central to the mission of TWU [4]. The mission articulates TWU’s commitment to transformational learning with historical foci of health, liberal arts, and education. These areas of focus each require a specific faculty composition to ensure that transformational learning occurs. The mission further describes the university’s goals as learning, discovery, and service, which are aligned with the expectations of faculty. *URP: III.10.a Faculty Responsibilities [5]* clearly articulates how each faculty member is expected to contribute to the fulfillment of this mission. While membership in the broad academic profession carries with it responsibilities for the advancement of knowledge, excellence in teaching, the intellectual growth of students, high scholarship, and the improvement of society, members of the faculty at TWU have a special obligation to understand the institution’s unique characteristics, philosophy, and objectives, and to participate in the life and operation of the university.

In order to assure that faculty fulfill their roles of teaching, scholarship, and service, TWU embarked on a 5-year redesign of faculty performance review. The process, which included broad input from faculty through a variety of written and oral forums, resulted in three new policies guiding evaluation of faculty performance: *URP: III.12.c Faculty Periodic Performance Review/Evaluation [6], URP: III.12.d Post Tenure Review [7], and URP: III.12.a Faculty Promotion and Tenure [8]*. These policies outline university-wide expectations of faculty and ensure appropriate evaluation of performance.

Compared with other universities in the state of Texas, TWU has maintained a lower than average student/faculty ratio. The attached reports from the Texas Higher Education Coordinating Board (THECB) compare faculty information for TWU with the same information aggregated for all public statewide universities [9] [10]. The state average for full-time equivalent student/faculty ratio remains stable at 22:1 from Fall 2015 through Fall 2017. By comparison, TWU’s student/faculty ratio dropped from 17:1 to 16:1 over the same period. Among our THECB-identified Texas peers, TWU’s student/faculty ratio is consistently the lowest [11].
In January 2019 the Texas Council of Chief Academic Officers met for a retreat in which Glenn Dowling, President of Academic Decision Metrics and retired Associate Vice Chancellor of the Texas A&M University System, presented data on adequacy of faculty in Texas public universities [12]. Utilizing certified THECB data, he calculated teaching loads for the state and the 38 Texas public universities. The ideal teaching load is represented by the number 100 in his model. The statewide mean was 112.3 in 2016-17, and Texas Woman's University’s teaching load was slightly below the mean at 109. In 2011, at TWU’s peak of student enrollment growth, its teaching load was 137.4. The load has trended downward as TWU has added 45 full-time faculty positions between academic years 2013-14 and 2018-19 [13]. A description of the model and additional data are presented [12].

Supporting Documents
[1] URP: II.11.a Faculty Workloads
[2] URP: III.12.b Ranks and Titles of University Faculty
[3] Academic Affairs Organizational Chart
[5] URP: III.10.a Faculty Responsibilities
[8] URP: III.12.a Faculty Promotion and Tenure
[10] THECB TWU Accountability Report
[12] Analysis of Texas University teaching loads
6.2.b Program Faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

X Compliance ___ Non-Compliance

Narrative

For each of its educational programs, Texas Woman’s University (TWU) employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Definition of a Degree Program

The Texas Administrative Code defines a degree program as:

*Any grouping of subject matter courses which, when satisfactorily completed by a student, will entitle the student to a degree from an institution of higher education.* [1]

A complete list of degree programs for which TWU has degree-granting authority from the Texas Higher Education Coordinating Board (THECB) is attached [2]. At TWU, many academic components have degrees at multiple levels (baccalaureate, master’s, doctoral) as well as interrelated degrees utilizing the same coursework. In most cases, courses are designated with a departmental course prefix which makes disaggregation of coursework by specific degree program less relevant and less meaningful. Therefore, data in this section are analyzed by academic components and by levels, when appropriate, to respond to this standard. Specific descriptive information will be presented to clarify when data do not fully capture the faculty participating in a degree program.

TWU assigns responsibility for program coordination for undergraduate and graduate degrees, majors, and concentrations to persons academically qualified in the field. Faculty members serving as academic component administrators or program coordinators are responsible for curriculum development and review within their assigned areas [3].

The deans of the five colleges (College of Arts and Sciences, College of Business, College of Health Sciences, College of Nursing, and College of Professional Education) at TWU have been selected by the Provost and Chancellor of the University because of their experience, academic credentials, and other administrative qualities. Deans provide direction and oversight for all academic programs within their colleges. All colleges have associate deans. Job descriptions vary according to the needs of each college.

The five colleges are organized into academic departments or schools, each administered by a department chair, director, or associate dean (Note: referred to as “department chair” throughout the remainder of the SACS 6.2.b response) [4]. Departments and schools vary in size and complexity, many housing multiple graduate and undergraduate degree programs. Department
chairs work under the supervision of the college dean and serve in a dual administrative and faculty capacity. The department chair position is multidimensional and includes responsibility for leadership, scholarship, and management. The role of the department chair is vital in developing curricular initiatives and for improving student learning.

Department chairs are appointed by the Provost upon consideration of the recommendations of the dean and the academic department. Appointment requires that the faculty member be tenured and hold the rank of full professor. Exceptions may occur upon the recommendation of the Provost/Vice President for Academic Affairs. The responsibilities of the department chair include duties related to academic program planning and coordination, curriculum development and review, resource management, and review and recommendation of faculty for promotion and tenure.

Although department chairs provide overall coordination for the degree programs in their departments, many departments also have program coordinators for specific majors or degrees. Coordinators generally occur in departments that house a number of degrees or majors representing diverse disciplines, often at multiple levels (baccalaureate, master’s, doctoral), or offer equivalent degree programs at multiple geographic locations (Denton, Dallas, Houston.)

**Faculty Size by Academic Component**

In Fall 2018, TWU employed 1,134 full- and part-time faculty members, including 139 graduate teaching assistants, with 502 (44.3%) of the faculty being full-time. Among full-time faculty, 66.3% (333) were tenured or on tenure track. The number of faculty deployed to support the subject matter courses for TWU programs is shown by department in attachment [5]. Because faculty typically teach more than one class, the overall totals from this attachment exceed employment numbers. Major findings from this analysis include:

- The overall percentage of graduate courses taught by full-time faculty is 83.3%. The College of Arts and Sciences has the highest percentage of graduate courses taught by full-time faculty, 92.7%; whereas the College of Professional Education (COPE) has the lowest percentage of graduate courses taught by full-time faculty at 70.3%. Within COPE, the Teacher Education Department has a relatively high volume of pre-professional courses taught by well qualified practitioners who possess special skillsets in the areas of study such as principals, school district superintendents, and educational diagnosticians.
- The overall percentage of undergraduate courses taught by full-time faculty is 52.5%. The College of Professional Education has the lowest percentage of undergraduate courses taught by full-time faculty, 42.4%. The college includes a number of student teaching courses with supervision by experienced practitioners. In addition, the college has five doctoral degrees with well qualified doctoral students who enrich the undergraduate teaching within the college.
- The College of Arts and Sciences teaches the majority of general education (core curriculum) courses, including high school dual enrollment courses. Because many of the academic components in the College of Arts and Sciences offer both undergraduate and graduate programs, the same faculty are distributed between both. In addition, these
graduate programs, particularly the doctoral programs, purposefully assign teaching duties to well qualified graduate teaching assistants with expertise in the discipline as an important aspect of their preparation for careers in academia. For example, Multicultural Women’s and Gender Studies (MWGS) offers degrees only at the master’s and doctoral levels. In alignment with TWU’s mission to serve women, undergraduate courses are offered by MWGS as a part of the general education (core curriculum). MWGS relies on 76.8% graduate teaching assistants and part-time faculty to teach their undergraduate-level courses. This doctoral program is 1 of only 21 in the country in the discipline; therefore, preparation of the doctoral students for future teaching roles is an important aspect of this program and an important contribution to the discipline.

- The College of Nursing, with a very large baccalaureate degree program offered in two locations utilizes a cadre of well qualified practitioners to supervise low student-to-faculty ratio clinical experiences.
- In terms of productivity, full-time faculty members taught 55.4% of the undergraduate semester credit hours (SCH) generated at TWU during Fall 2018 and 80.5% of the graduate semester credit hours.

**Faculty Size by Instructional Location and Mode of Delivery**

During Fall 2018, the distribution of full-time faculty was fairly consistent across instructional locations and modes of delivery [6]. The Dallas and Denton locations employed a slightly higher percentage of full-time faculty members (59.6% and 56.9%, respectively) compared to the 52.6% employed at the Houston location. The Denton faculty size is impacted by two factors that make overall numbers an incomplete indicator of faculty size: (a) UNIV 1231—Learning Frameworks, TWU’s one semester hour success seminar required of all first-year students, was taught by 42 adjunct faculty in Fall 2018. The majority of these adjuncts are TWU staff members and academic administrators employed in alignment with standard practice recommendations for first-year experience courses. These adjunct faculty, employed for only one semester hour, inflated the number of adjunct faculty. (b) TWU offers dual enrollment courses in support of local school district students and of the THECB strategic plan 60x30TX. In Fall 2018, adjunct instructors taught 91 courses for non-degree-seeking dual enrollment students rather than students in TWU degree programs. The courses dual enrollment students take are credit-bearing and are applicable to degree programs throughout the state of Texas; but the students are not enrolled in a specific TWU degree program. Both of these factors are important to the interpretation of the data presented.

The Dallas and Houston locations are health science institutes in which students are enrolled either in full-time pre-professional cohort programs (e.g., Physical Therapy, Occupational Therapy) or in graduate programs in health fields, in which many students are already employed. Therefore, the availability of graduate teaching assistants is very limited. However, these health disciplines require faculty who are practitioners to supervise the work of students in clinical settings. The result is a higher reliance on well qualified practitioner faculty than on graduate teaching assistants.
Full-time faculty members are more likely to be involved in the delivery of online and/or hybrid courses than part-time faculty, with 66.3% of online/hybrid courses taught by full-time faculty compared to 60.3% of face-to-face courses. A breakdown of the distribution is attached [7].

Faculty Workload

TWU’s academic components utilize URP: II.11.a Faculty Workloads [8] to guide course assignment. This policy provides that an academic component’s total full-time faculty should average at least 12 work units of teaching and approved reassigned teaching time per semester. The policy also stipulates that a faculty member should carry no more than 18 work units in a semester. If there is a need for a faculty member to carry a larger instructional load in a particular semester, the academic component administrator and dean may assign a smaller load in a subsequent semester. Part-time faculty carry a workload less than 9 work units in a semester.

A review of full-time faculty teaching workload [9] in Fall 2018 indicates that 4 of the 5 colleges were below the 12 work unit guideline. The College of Health Sciences’ mean teaching workload was 15.40. The reason for this outlier workload is that the workload assignments for some clinical fieldwork courses do not accurately capture the level of work involved. Three academic components with large off-site clinical requirements are Communication Sciences and Oral Health, Occupational Therapy, and Physical Therapy. These units have fieldwork coordinators with whom students register when they are involved in off-site clinical experiences supervised by clinicians not employed by TWU. The workload for the TWU faculty members who are listed as the instructor of record for fieldwork appears to be inflated. For example, the fieldwork coordinator in Occupational Therapy had a workload of 292 work units in Fall 2018. As the instructor of record in these fieldwork courses, she is responsible for administrative oversight including placements, interactions with field supervisors, (qualified practitioners in the field), and collection of final evaluations. In Communication Sciences and Oral Health, students completing fieldwork register with one of several faculty with administrative oversight for fieldwork. In all these cases, the TWU workload policy does not have a mechanism for which to capture these responsibilities accurately; and the average workload of each of these units is inflated. These anomalies are difficult to correct because of THECB state reporting requirements. These three units have degree programs accredited by disciplinary associations which regularly monitor workload and faculty-to-student ratios. All three are in full compliance with these standards.

Training for Part-time Faculty and Graduate Assistants

The Center for Faculty Excellence at TWU serves faculty of all ranks at all locations. The Center is a “hub” or “commons” for professional development activities; and it provides resources, support, and inspiration for the development and advancement of faculty in all career phases as teachers, scholars, mentors, and leaders [10]. The Center targets both adjuncts and graduate assistants in its communications and includes them in all offerings related to pedagogy.

Teaching and Learning with Technology (TLT) offers training for faculty who instruct courses offered in online or hybrid formats. TLT offers specialized training for adjuncts and graduate teaching assistants on a schedule that meets their needs.
Some programs offer additional specialized training to adjuncts and graduate teaching assistants. For example, the Department of Kinesiology employs an assistant director who oversees all graduate assistants, provides training on all aspects of classroom management and student engagement, and serves as a mentor to them. Adjuncts in UNIV 1231: Learning Frameworks, TWU’s required one semester hour first-year seminar, complete two days of required training prior to each semester of teaching. Dual enrollment instructors participate in professional development under the direction of the Coordinator, Dual Enrollment and P-16 Programs, and their academic components.

The Graduate School offers required onboarding training for all new graduate teaching assistants. Graduate teaching assistants’ (GTA) qualifications for teaching are verified by the Graduate School. Academic components must designate a mentor for each GTA and evaluate the GTA each semester. Both adjuncts and GTAs are evaluated by their students each semester through the University’s course evaluation system regardless of instructional site or mode of delivery.

Adequacy of Faculty in Academic Programs

TWU ensures adequacy of faculty for programs through new program development procedures, Curriculum Committee review of all courses, periodic academic program review, and program accreditation. The Texas Higher Education Coordinating Board, in alignment with Texas Administrative Code (TAC) Rule 5.45 [11] requires all new program proposals to include evaluation of faculty adequacy, anticipated needs, and resource allocation. The TWU Curriculum Committee reviews new course proposals and course modifications to existing courses. In doing so, it examines sufficiency of faculty to support additional courses in the course approval process [12] [13]. All undergraduate [14] and graduate programs [15] are required, per TAC Rule 5.52 [16], to undergo periodic program review [17], which includes a focus on adequacy of faculty and faculty-to-student ratios. For accredited programs [18], faculty adequacy is determined using the required faculty-to-student ratios established by the respective accrediting agency.

Supporting Documents

[1] Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.3
[2] THECB TWU Degree Inventory
[3] Program Coordinators
[4] Academic Affairs Organizational Chart
[5] FA 18 Faculty Distribution of Courses Taught
[6] FA 18 Faculty Distribution by Campus
[7] FA 18 Faculty Distribution by Instructional Mode
[8] URP: II.11.a Faculty Workloads
[9] FA18 Faculty Teaching Workloads by College and Department
[10] Center for Faculty Excellence at TWU
[12] TWU Curriculum Committee Handbook
[13] TWU Curriculum Committee Timeline
[14] Undergraduate Program Review Self-study Elements
[15] Policies on Graduate Program Reviews
[16] TAC Rule 5.52 Review of Existing Degree Programs
[17] Timeline for Core, Undergraduate, and Graduate Program Review
[18] Academic Programs Accreditation Listing
6.2.c Program Coordination

For each of its educational programs, the institution assigns appropriate responsibility for program coordination.

_X_ Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) ensures the quality of educational programs by assigning responsibility for program coordination for undergraduate and graduate degree programs and concentrations to persons academically qualified in their fields. Faculty members serving as program coordinators are responsible for curriculum development and review within their assigned areas. Faculty academic credentials validate that these individuals are highly qualified for their roles. Additional qualifications include related professional experience, recognition and/or licensure, scholarly endeavors, and demonstrated excellence within their fields.

The Deans of the five colleges (College of Arts and Sciences, College of Business, College of Health Sciences, College of Nursing, and College of Professional Education) at TWU have been appointed by the Provost and Chancellor of the University because of their experience, academic credentials, and other administrative qualities. Deans provide direction and oversight for all academic programs within their colleges [1]. All five colleges have associate deans. The College of Arts and Sciences and the College of Professional Education have one associate dean overseeing operations and an assistant dean overseeing research. The College of Business houses one associate dean overseeing faculty and programmatic operations and one associate dean for accreditation. The College of Health Sciences has one associate dean overseeing academic affairs for the college. The College of Nursing has four associate deans, one overseeing each of three academic locations (Denton, Dallas, and Houston) and a fourth overseeing research and clinical scholarship. Job descriptions vary according to the needs of each college.

Four of the five colleges are organized into academic departments or schools, each administered by a department chair, director, or associate dean (Note: referred to as “department chair” throughout the remainder of this narrative). The newly established College of Business has program coordinators overseeing the various curricular areas. Departments vary in size and complexity, many housing multiple graduate and undergraduate degree programs. Department chairs work under the supervision of the college dean and serve in a dual administrative and faculty capacity. The department chair position is multidimensional and includes responsibility for leadership, scholarship, and management. The role of the department chair is vital in developing curricular initiatives and for improving student learning.

Department chairs are appointed by the Provost upon consideration of the recommendations of the dean, and the academic department. Appointment requires that the faculty member be tenured and hold the rank of full professor. Exceptions may occur upon the recommendation of the Provost/Vice President for Academic Affairs. The responsibilities of the department chair include duties related to academic program planning and coordination, curriculum development...
and review, resource management, and review and recommendation of faculty for promotion and tenure.

Although department chairs provide overall coordination for the degree programs in their departments, many departments also have program coordinators for specific majors or degrees. Coordinators generally serve in departments that house a number of degrees or majors representing diverse disciplines, often at multiple levels (bachelor’s, master’s, doctoral), or offer equivalent degree programs at multiple geographic locations (Denton, Dallas, Houston). Primary responsibilities of program coordinators include oversight of the coherence and rigor of the curriculum, assessment and reporting of student learning outcomes, coordination of program review self-studies, course rotations, and scheduling of courses. A program coordinator reports to the chair of the department or directly to the dean of the college in which the program is housed. Most program coordinators are tenured or tenure-track faculty members who hold terminal degrees in their field. Program coordinators are chosen for their disciplinary expertise and administrative capabilities by the department chair or dean, in consultation with the program faculty, depending on the college and department structure.

**Credentialing and Evaluation**

Faculty members chosen for academic department chair or program coordination positions are highly qualified in their areas. A list of TWU degree programs and the designated individuals responsible for program coordination is provided [2].

**Program and Curriculum Oversight**

In accordance with *Texas Administrative Code* Rule 5.52 [3], academic programs engage in program review, including curriculum review, on a regular basis. Each department chair has responsibility to work with faculty to assess the academic area(s) under his or her supervision. Program reviews are coordinated by the Office of Undergraduate Studies and Academic Partnerships [4] [5] or the Graduate School [6] as appropriate to the level of the degree program. The department or program faculty, working under the direction of the department chair or program coordinator, completes a self-study addressing the content, quality, and effectiveness of the curriculum. Faculty peers from outside the department, including external peers for graduate reviews, evaluate the program to identify areas of strength and areas needing improvement. The results of reviews are shared with program coordinators, department chairs, and deans so that appropriate action plans for any areas of improvement are developed, with follow-up review one year later.

**Supporting Documents**

[1] Academic Affairs Organizational Chart
[2] Program Coordination Roster
[3] TAC Rule 5.52 Review of Existing Degree Programs
[4] Undergraduate Program Reviews
[5] Undergraduate Program Review Self-study Elements
[6] Policies on Graduate Program Reviews
Section 8: Student Achievement

8.1 Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

_X_ Compliance ___ Non-Compliance

Narrative

Consistent with the mission of Texas Woman’s University (TWU), the University identifies student achievement goals, presents and evaluates data related to the goals, and publishes those data in publicly accessible ways.

Strategic Planning Process for Determining Goals

In 2015, TWU Chancellor and President Carine Feyten commissioned a Strategic Planning Design Team to craft a new guiding document that would incorporate input from the community. Appointing a team with diverse perspectives, the Chancellor and President aimed for a new university-level strategic plan that would be student-centered and purpose-driven. The divisions of Academic Affairs, Student Life, Enrollment Management, Finance and Administration, and University Advancement were instrumental in the conceptualization and development of the plan. The Strategic Planning Steering Committee and Strategic Planning Teams comprised of more than 80 members of the faculty, staff, and student body delved deep into components of the plan. Input from over 100 listening, sharing, and feedback sessions with students, faculty, staff, alumni, and community stakeholders informed the process. In addition, the statewide strategic plan for higher education, 60x30TX [1], developed by the Texas Higher Education Coordinating Board (THECB) with statewide input, helped to guide the development of the strategic plan. The importance of this plan is evident in the mission of the THECB:

_To provide leadership and coordination for Texas higher education and to promote access, affordability, quality, success, and cost efficiency through 60x30TX, resulting in a globally competitive workforce that positions Texas as an international leader._

The overarching goals of 60x30TX are that 60% of young adults 25-34 will hold a post-secondary credential by 2030 and at least 550,000 students will complete such credentials in that year.

From this inclusive process, TWU developed _Learn to Thrive: Strategic Plan 2022_ [2] to guide the University into the future. The strategic plan includes a narrative section that defines the TWU identity including its purpose, mission, vision, values, and areas of distinction. Key performance indicators (KPIs) relating directly to institutional and student achievement have been determined. A report is prepared annually to document performance on KPIs and published on the strategic planning website [3]. Among the 11 Board of Regents-approved KPIs are two key student success measures: Student Persistence—Two-year persistence of First Time in
College (FTIC) students, and Graduate Employment—Percentage of baccalaureate graduates employed or enrolled in graduate or professional school in Texas. Performance on these KPIs is reported to the Board annually.

Further, TWU determines appropriate measurable goals and outcomes via consultation with University governance bodies including the Cabinet, Academic Council, and the Strategic Retention Council. The Cabinet is comprised of vice presidential-level administrators reporting to the Chancellor and President. Academic Council is comprised of high-level academic leadership at the University including the provost, vice provosts, assistant provost, and deans. The TWU Strategic Retention Council (SRC) is charged by the Chancellor and President with bringing together diverse perspectives to focus on developing actionable tactics to address retention opportunities. The membership includes administrators from Academic Affairs, Enrollment Management, and Student Life. Led by the Assistant Provost for Student Success Initiatives, the SRC examines data, patterns, and outcomes related to student enrollment, retention, and success. The SRC recommends actions and solutions to positively impact the ability of students to persist and reach graduation [4].

TWU determines goals through historical trend analysis, comparison with national and state averages, and comparison with THECB-identified in-state peers. The TWU Office of Institutional Research and Data Management (IRDM) provides a robust array of data to inform goal-setting and decision making [5].

Where appropriate, academic colleges, departments, and programs establish, measure, and evaluate student achievement goals based upon state board or specialized accreditations consistent with standards and thresholds of acceptability set by the respective organizations.

**Student Achievement and Success Goals**

TWU establishes, reviews, and evaluates multiple student achievement measures consistent with institutional mission. Examples include the following:

**Graduation Rates**

TWU’s undergraduate student population is comprised of approximately equal numbers of FTIC and transfer students. As a key measure of academic achievement, TWU monitors and evaluates graduation rates for all undergraduate students utilizing the Integrated Postsecondary Education Data System (IPEDS) Outcome Measure [6]. This holistic measure was purposefully chosen because it includes both FTIC and transfer students in evaluation of student achievement, consistent with TWU’s undergraduate population [7].

**Persistence**

At TWU, a significant correlation exists between two-year persistence and achieving graduation. TWU has seen an upward trend in two-year persistence since 2013. To continue this trend, TWU aims to increase two-year persistence by 10% by 2022. This overall increase will put TWU further ahead of the 59% average two-year persistence of its THECB-identified Texas doctoral
research peer group. Data for the two-year persistence rate are compiled by TWU’s IRDM utilizing current enrollment data [8] [3].

Graduate Employment

TWU recognizes the need for students to be employed or enrolled in graduate school within one year of graduation as an important indicator of student achievement. Additionally, in its 60x30TX plan, the THECB utilizes this rate as an indicator of TWU’s contribution to Texas’ globally competitive workforce. Therefore, this indicator serves as a goal for TWU [9] [10, page 3]. TWU’s rate of graduates working or enrolled in graduate school in Texas within one year of graduation is above the average for Texas universities.

State Board and Specialized Accreditors

Several academic programs hold state board or specialized disciplinary accreditation. Student outcome information is publicly available based upon accreditation standards set by the respective accrediting body or state board. The following examples illustrate academic departmental and program strategic planning and outcome reporting for state board, specialized accreditation, and/or licensure exam pass rates from across all levels of TWU degree programs.

TWU’s Educator Preparation Program, facilitated by the College of Professional Education, is accredited by the Texas Education Agency (TEA). TEA establishes certification examination pass-rate thresholds for all accredited educator preparation programs in Texas. Consistent with TEA standards, the program publishes accreditation and accountability information on a publicly available website [11] [12]. The reporting includes consumer data, compliance reports, and certification examination results.

The Master of Science program in Speech-Language Pathology is accredited by the Council on Academic Accreditation in Audiology and Speech Language Pathology (CAA) of the American Speech-Language-Hearing Association (ASHA). The program faculty establish and evaluate measurable targets and publish student outcome information including program completion rates, Praxis examination pass rates, employment rates of graduate students, and progress toward departmental strategic plan goals for review by prospective and current students [13] [14].

TWU’s Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program clearly presents its graduation rates, licensure examination rates, and employment rates on its website for review by the public [15].

Publication of Goal Information

TWU publishes university-wide student achievement goals through publicly accessible sources including websites [16]. Information regarding state board and specialized accreditations relevant to specific student populations is also accessible on publicly available websites. Additional detailed information is available through publication of reports by the TWU IRDM [5].
Relationship of Student Achievement Information to Ongoing Program Assessment

Student achievement information is used by both undergraduate and graduate programs in ongoing assessment. Programs undergo periodic program review, a process explained further in SACS Standard 9.1 Program Content. Utilizing program review findings, programs prepare action plans to address areas of needed improvement.

Strategies to Meet Student Achievement Goals

Texas Woman’s has adopted a coherent group of academic and student support services to support achievement of student success goals. These support services are outlined in SACS standard 12.1 Academic and Student Support Services.

Supporting Documents
[1] Texas Higher Education Coordinating Board 60x30TX statewide strategic plan
[2] TWU Strategic Plan
[3] Strategic Plan KPI/Annual Report
[4] Strategic Retention Council purpose and membership
[5] IRDM Factbook
[6] TWU IPEDS Outcome Measures
[7] Graduation Rates Website
[8] Pioneer Perseverance Website
[9] Rate of Employed Graduates
[10] THECB 2016-17 Exit Cohort Report
[11] COPE Accreditation and Accountability Website
[13] SLP Student Outcome Data Website
[14] SLP Strategic Plan
[15] TWU Physical Therapy Accreditation and Student Outcomes Website
[16] TWU Student Achievement and Success Website
8.2.a Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below: Student learning outcomes for each of its educational programs.

X Compliance ___ Non-Compliance

Narrative

Continuous Academic Institutional Improvement through Academic Assessment

TWU identifies expected outcomes, assesses the extent to which it achieves these outcomes and provides evidence of seeking continuous improvement on the basis of analysis, interpretation, and most importantly, actions taken to continuously improve student learning for all degree and certificate programs.

TWU’s Academic Institutional Improvement Assessment System is an institution-wide ongoing and systematic program assessment process. Important aspects of the process include identification of expected program-level student learning outcomes (SLOs), assessment of the extent to which the program achieves these outcomes, and evidence of seeking continuous improvement in student learning based on analysis of results for each degree and certificate program. The overarching goal is continuous improvement of student learning and program quality. The Office of Academic Assessment (OAA) oversees the entire process and provides academic units with training, workshops, and consultation.

TWU maintains a master database for both degree and certificate program SLO assessment data. These customized Excel databases track all student performance data and show changes that occur over time. Charts generated from the database provide a visual display of student performance over time and indicate changes that occurred during the review period. Tracking changes over time allows accurate analysis and interpretation of data as well as robust performance trend reports.

Academic units and program faculty engage in the assessment process in three primary ways: (a) academic program assessment planning, (b) annual reporting and evaluation of SLO assessment data, and (c) maintenance of a snapshot of student performance data and actions taken to improve student learning over time. Faculty assume the primary role in this process under the oversight of the academic component administrator. Academic deans review the performance data and trend reports about programs within their respective colleges, distributed annually by the Director of Academic Assessment (DAA).

Assessment of Degree Programs

TWU’s assessment approach cultivates meaningful, measurable, manageable, and sustainable assessment plans for each degree program. Central to each plan is flexibility in determining how and when program faculty assess SLOs. Faculty assess a minimum of one program SLO
annually and systematically track that SLO for at least two years so that curricular, instructional, or other actions for improvement can be documented on the basis of SLO student performance data. Faculty determine when it is appropriate to transition to assessment of another program-level SLO. In sum, assessment of program SLOs is faculty-driven. Plans can be modified or updated, as needed, to address student learning and changing needs of the educational program.

Assessment Plans for Degree Programs

Assessment plans identify student learning outcomes and the tools and activities utilized in assessment. The current assessment plans for all TWU degree programs are located in the Academic Institutional Improvement (II) Degree Document Hub [1]. The document hub provides hyperlinks to each degree program’s assessment plan, annual reports, and trend analyses (see partial snapshot example below in Figure 1). The documents in the Hub represent five years of assessment through 2016-17, the most recent year for which data have been fully analyzed.

![Figure 1. Partial Display of Academic II Degree Document Hub](image)

TWU degree program assessment plans include six sections, which are shown in [2]:

- Section I describes alignment of the department/program mission with the TWU Mission.
- Section II describes alignment of student learning outcomes (SLOs) with the department/program mission.
- Section III utilizes curriculum mapping to demonstrate relationships among SLOs, courses and program-related experiences, and assessments.
- Section IV provides a projected, multiyear timetable for assessment of all program SLOs.
Section V identifies two assessment measures for each SLO, one of which must be a direct measure. Program faculty describe each assessment measure and define how each will be scored and assessed. In addition, faculty specify three target indicators of student performance for each assessment measure: (a) a criterion for success, (b) a realistic program goal, and (c) a stretch program goal. The criterion for success indicates the acceptable level of individual student performance. The realistic program goal targets the percentage of students in the program assessed that will realistically attain the set criterion for success. Finally, the stretch program goal focuses on the need for continuous improvement over time. It indicates the target percentage of students assessed that will achieve the set criterion for success.

The *TWU Guidelines for Well-Written Student Learning Outcomes (SLOs)* [3] were designed with faculty input to aid faculty in writing SLOs. Faculty identify measurable student learning outcomes with input from the Director of Academic Assessment. SLOs utilize action verbs derived from Bloom’s Taxonomy to indicate what students will be able to do by the end of the program of study and the context/conditions in which the behavior(s) will occur. In addition, a generic indicator of expected quality of student performance (criterion) is stipulated.

In addition to program-level SLOs, faculty also design course-level SLOs. New or modified courses are approved through TWU’s online Curriculum Inventory Management system. This process includes a step in which the Director of Academic Assessment reviews all course SLOs and determines whether they meet the *TWU Guidelines for Well-Written SLOs* [3]. Any course proposals with SLOs that do not meet the guidelines are returned to the academic unit for revision. The OAA also conducts workshops for writing measurable SLOs, as needed, for both the course and program levels [4].

Each academic program selects appropriate assessment measures (e.g., exams, papers, capstone projects, portfolios, case studies) and scoring instruments or tools, such as rubrics, to document student performance on program-level SLOs. The following set of questions in Section V of the assessment plan guide faculty in developing assessment method(s):

a) How will the assessment be scored?

b) What tool(s) will be used to delineate various levels of student performance (e.g., scoring rubric)?

c) By whom will the assessment be scored?

d) Will disaggregated data be tabulated in addition to an overall score?

e) What will be done to ensure that assessment results are trustworthy, valid, and reliable?

For continuous improvement, faculty assess course-level SLOs as each course is taught. Program-level SLOs are assessed to document student exit competencies when students are at or near the end of the academic program. The measures and tools used to document student performance are described in Section V of assessment plans [2].
• Section VI identifies individuals responsible for the collection and analysis of assessment data and describes the timeline for implementing changes.

Assessment Reports for Degree Plans

The Academic Institutional Improvement Report (AIIR) is the mechanism by which faculty annually document and report the degree to which students successfully achieve degree-program SLOs. Subsequently, implementation of appropriate programmatic and/or instructional changes to improve student learning over time is the desired result.

The AIIR is comprised of four tables [5]:

• Table 1 provides the following information: program SLOs, assessment measures, summary data, and target indicators (criterion for success, realistic program goal, and stretch program goal). Summary data include the total number of students assessed during the reporting cycle and the percentage of students assessed that achieved the set criterion for success.
• Table 2 is an optional table available to display disaggregated data for assessment measures found in Table 1. Program faculty may redesign or customize the table to suit needs.
• Table 3 is a faculty analysis and interpretation of student performance data for each SLO assessed during the reporting period.
• Table 4 presents changes to be implemented as a result of the analysis, interpretation, and discussion of student performance. For each SLO, faculty develop one or two programmatic or instructional changes that will improve student learning and categorize each change in 1 of 14 improvement categories [6].

Actions for Improvement

Degree and certificate programs identify an action(s) for improvement. In some situations, no action to improve student learning is implemented during a reporting cycle. These situations may include: (a) all or most students meeting the standard; (b) a curricular redesign for which more time is needed to evaluate results; (c) too few completers to draw valid conclusions; and (d) changes in program accreditation standards.

In cases where 100% of students within the degree program are achieving the criterion for success on assessment measures, the Director of Academic Assessment meets with the academic component administrator to determine whether the bar for expected performance should be higher. Program faculty tend to adjust target indicators to more appropriate levels without the prompting of the Director of Academic Assessment.

Trend Analyses for Degree Program Assessment

A Trend Analysis [7], submitted with the AIIR each annual reporting cycle, is a “snapshot” of AIIR summary data and actions for improvement over a period of several years. The Trend
Analysis provides a quick means for program faculty to review student performance over time and informs decision-making. The Trend Analysis for the M.S. in Nursing serves as an example [8].

**Five-Year Student Learning Outcome Assessment for Degree Programs**

The TWU Degree Program 5-Year Trend Report [7] provides visual representations and analyses of SLO performance over a five-year period. The Office of Academic Assessment annually performs analyses by college, by academic units within a college, by degree programs within an academic unit, and by SLOs within a degree program.

Institution-wide, student performance on degree program student learning outcomes reflects consistent performance over the five-year reporting period. Table 1 below shows the overall institution-wide annual percentages of TWU degree program students that achieved the criterion for success.

*Table 1. Institution-wide Degree Program SLO Performance by Year*

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>TWU Average Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>84.08%</td>
</tr>
<tr>
<td>2013-14</td>
<td>82.86%</td>
</tr>
<tr>
<td>2014-15</td>
<td>84.06%</td>
</tr>
<tr>
<td>2015-16</td>
<td>85.52%</td>
</tr>
<tr>
<td>2016-17</td>
<td>85.62%</td>
</tr>
<tr>
<td><strong>5-Year Overall Average</strong></td>
<td><strong>84.43%</strong></td>
</tr>
</tbody>
</table>

As an example of analyses performed by the Office of Academic Assessment, the student performance on SLOs by College is shown below in Figure 2. All degree program performance trends are located in the TWU Degree Program 5-Year Trend Report [7].
An example of student performance by SLO for the Doctor of Nursing Practice (DNP) program is shown below in Figure 3. In this example, one SLO is assessed each year with two assessment measures (AM1, AM2). Since 2013-14, 100% of the students in the DNP program achieved the designated criterion related to SLO 1--designing, implementing, and evaluating the clinical project; SLO 2--presentations of strategies for management of complex clinical situations; and SLO 3—inter-professional practice. The DNP program will devise new student learning outcomes with more discriminatory measures that will reflect the proposed addition of the DNP focus on leadership.
Certificate Program Assessment

Certificate program assessment occurs in the same manner as degree programs. Because certificate programs require fewer semester hours (12-18), program faculty address a single SLO. No other differences exist. Certificate assessment plans, reports, and trend analyses are located in the Academic II Certificate Document Hub [9].

TWU offers three types of certificate programs:

- Undergraduate certificate programs
- Post-Baccalaureate certificate programs
- Post-Master’s certificate programs.

The number and types of these certificate programs are provided in Table 2 below.
Table 2. Number and Types of Certificate Programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Certificate Programs</th>
<th>Post-Baccalaureate Certificate Programs</th>
<th>Post-Master’s Certificate Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4</td>
<td>16</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>2014</td>
<td>7</td>
<td>16</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>2015</td>
<td>5</td>
<td>12</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>2016</td>
<td>5</td>
<td>12</td>
<td>11</td>
<td>28</td>
</tr>
<tr>
<td>2017</td>
<td>4</td>
<td>15</td>
<td>11</td>
<td>30</td>
</tr>
</tbody>
</table>

In general, TWU certificate programs have low student enrollment numbers. Annual assessment reports are required for each certificate program. Once an aggregate of 20 certificate program completers is attained, the cumulative SLOs assessment data are analyzed and interpreted so that appropriate actions for improvement can be implemented to improve student learning.

Certificate program student learning outcomes assessment at TWU focuses on what students will be able to do at the end of the program (exit competencies); therefore, program assessment occurs toward the end of the final semester of coursework associated with the certificate program. Annual student performance data reported represent the percentage of students assessed that achieved a set criterion for success for each SLO program assessment measure. Although only a single program SLO is required for certificate programs (with a minimum of two assessment measures per SLO), program faculty may choose to add and assess additional SLOs.

Institution-wide, certificate program student performance on student learning outcomes assessment documents a positive trend in student learning performance over time. Table 3 below shows the institution-wide annual average percentage of certificate program students assessed that achieved the set criterion for success. The current performance trend is promising with 10% improvement in student performance from 2015 through 2017.

Table 3. Institution-Wide Certificate Program SLO Performance by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>TWU Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>87.01%</td>
</tr>
<tr>
<td>2014</td>
<td>83.38%</td>
</tr>
<tr>
<td>2015</td>
<td>84.39%</td>
</tr>
<tr>
<td>2016</td>
<td>90.31%</td>
</tr>
<tr>
<td>2017</td>
<td>94.00%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>87.82%</strong></td>
</tr>
</tbody>
</table>

All certificate program performance trends are located in the TWU Certificate Program 5-Year Trend Report [10]. The institution-wide certificate program performance analysis by college is shown in Figure 4 below. This chart shows the overall average percentage of students assessed that achieved the criterion for success by college across Texas Woman's University over the last five years.
Figure 4. SLO Performance by College – Certificate Programs

An example of certificate program assessment for the School of Library & Information Studies appears in Figure 5 below. For the Post-Master’s Certificate in School Librarianship program, the significant improvement in student performance from 2013 to 2014 was due to a change in the assessment measures. Performance data for 2013 are not comparable to that of the following years because Assessment Measure 2 was revised and Assessment Measure 3 dropped for 2014. Student performance on both assessment measures was strong from 2014 to 2016, with slight variations from year to year. Assessment Measure 2 was revised again for 2016, so, it is not comparable to 2014 and 2015.

Overall student performance since 2014 in this certificate has been consistently higher than the TWU institutional average, and performance exceeded both the realistic and stretch program goals in most instances. The 2016 Action for Improvement of student performance is the revision of Assessment Measure 2 to achieve consistency in data collection. Data from 2016 provide the baseline for comparison with next year’s results and for future planning.

For the Post-Master’s Certificate in Evidence-based Health Science Librarianship program, no students have been assessed since 2013 because no students have reached the point in the program where assessment occurs.
TWU identifies expected student learning outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of not only seeking improvement, but documenting improvement of student learning over time. The philosophy conveyed by the OAA to program faculty and academic units is to seek continuous improvement in student learning over time. All degree and certificate programs at TWU implement actions for improvement on a consistent basis using SLO assessment data to make programmatic, curricular, pedagogical, and other changes to improve student learning over time. Several snapshots of the success of TWU educational programs to “close the loop” are provided as illustrations. Degree program examples will be addressed first, followed by a certificate program example.

The design of the TWU Academic II Assessment System includes an embedded feature, “Actions for Improvement,” in the AII Report and Trend Analyses templates for degree and certificate programs. This intentional feature requires a directed faculty focus on the need to analyze and interpret student performance data and, subsequently, implement actions—which ultimately lead to improvement in student learning performance over time. Some changes in performance are more immediate than others. Curricular and programmatic changes tend to take additional time for improvement to occur.
**BS in Psychology Program**

The Bachelor of Science in Psychology program has made large gains in student learning over time on SLO 2, Research. In the last three years student learning improved 64% on the methods section of the research project assessment measure (AM). Similarly, a 53% gain in student learning is documented on the analytic plan section of the research project during the same time period. The actions taken by program faculty outlined in Figure 6 below focus on curricular, programmatic, and student support changes.

<table>
<thead>
<tr>
<th>SLOs</th>
<th>AMs</th>
<th>Performance Baseline Data</th>
<th>Implemented Actions for Improvement</th>
<th>Performance Data After Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SLO 2: Research</strong></td>
<td>AM 1: Research Project-Methods</td>
<td>2015-16</td>
<td>Introduction of research design and analysis concepts and skills moved to earlier in program; launched a statistical tutoring program; coordinated with instructors in PSY 2303, 3354, and 4103 to encourage students to work with statistics tutors on design and analysis issues</td>
<td>2017-18 91% (N=61)</td>
</tr>
<tr>
<td>Effectively apply</td>
<td>AM 2: Research Project-Analytic</td>
<td>2015-16</td>
<td></td>
<td>2017-18 86% (N=61)</td>
</tr>
<tr>
<td>basic research</td>
<td>Project-Analytic Plan</td>
<td>33% (N=15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>methods in</td>
<td>Section</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>psychology,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>including research</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>design, data</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>analysis, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interpretation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 6. BS in Psychology Program Actions for Improvement*

**BS in Health Studies Program**

SLO assessment in the BS in Health Studies program indicates progress on various measures between the 2015-16 and 2016-17 assessment cycles as depicted in Figure 7 below. An improvement of 33% was reported for SLO 3/AM 2 in 2016-17. Actions for improvement included recorded podcasts for online students that addressed specific strategies for exam preparation. Likewise, progress of 22% was shown on SLO 4/AM 2 in the same one-year period. Changes in instructional delivery included a move from reliance on lecture to activities designed to increase student engagement, integrated technology, and additional formative assessments with feedback which likely contributed to the gains in student learning.
**SLOs** | **AMs** | **Performance Baseline Data** | **Implemented Actions for Improvement** | **Performance Data After Implementation**
---|---|---|---|---
**SLO 3:** Effectively evaluate a health education/promotion program | **AM 2:** Comprehensive Exit Exam | 2015-16 (N=63) 67% | Recorded podcasts for online students discussing exam strategies and the importance of preparing and doing well for all portions of the Exit Exam | 2016-17 (N=25) 100%
**SLO 4:** Effectively write a health-related grant | **AM 2:** Comprehensive Exam | 2015-16 (N=63) 78% | Revised instructional method of delivering course material to less lecture, more student engagement, and integrated technology; added more formative assessment and feedback | 2016-17 (N=25) 100%

*Figure 7. BS in Health Studies Program Actions for Improvement*

**MFA in Dance Program**

Over a two-year period of time, the MFA in Dance program saw significant gains in student learning as evidenced by performance on both assessment measures for SLO 1. Actions taken to improve student learning are detailed in Figure 8 below. Overall, course revisions focused on reallocation of time to choreography and rehearsal allowing integration of research and theory into practice. A 33% gain occurred on both the culminating project performance and project self-assessment.

**SLOs** | **AMs** | **Performance Baseline Data** | **Implemented Actions for Improvement** | **Performance Data After Implementation**
---|---|---|---|---
**SLO 1:** Create and implement a clearly focused and artistically significant culminating dance performance involving rigorous creative practices in performance, choreography, and pedagogy. | **AM 1:** Culminating Project Performance | 2012-13 (N=6) 50% | Provided more time for students to develop the choreography of the culminating project; course revision to require 6 weekly hours of rehearsal instead of current 4 hours allotted; to support continued integration of theory & practice a change in requirements for DNCE 5913 of 2 hours of weekly rehearsal for solo embodied research added to writing of culminating project proposal | 2014-15 83% (N=6)
**AM 2:** Culminating Project Self-Assessment | 2012-13 (N=6) 67% | 2014-15 100% (N=6)

*Figure 8. MFA in Dance Program Actions for Improvement*
MEd in Educational Leadership Program (formerly, MEd Administration)

Gains in student learning are documented below for the MEd in Educational Leadership program. Although students were performing well, program faculty continued to focus on improved student learning over time. The actions implemented by program faculty included enhanced focus on action research, APA guidelines, presentations, and publication. After these actions, student performance was improved as detailed in Figure 9 below.

<table>
<thead>
<tr>
<th>SLOs</th>
<th>AMs</th>
<th>Performance Baseline Data</th>
<th>Implemented Actions for Improvement</th>
<th>Performance Data After Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3: Effectively utilize research to solve educational issues.</td>
<td>AM 1: ELDR5973 Professional Research Paper</td>
<td>2012-13 87.50% (N=16)</td>
<td>Continued work done in conjunction with research to build greater understanding of APA and action research process by discussion and integration through specific courses and during research process; encouraged students to present research conducted at a conference or through publication</td>
<td>2016-17 100% (N=18)</td>
</tr>
<tr>
<td>AM 2: Mastery of the Writing Process</td>
<td>2012-13 87.50% (N=16)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 9. MEd in Educational Leadership Program Actions for Improvement

PhD in Sociology Program

Several weaknesses in student learning were noted by Sociology faculty in 2013-14. Changes to SOCI 6363—Intermediate Social Statistics included greater focus on interpretation of regression results, selection of appropriate measures of association, and tests of statistical significance for complex samples. Student learning improved by 30% over the next year.

The following year, program faculty adjusted both SLO 3 and AM 1 as noted in Figure 10 below. The revised SLO and AM 1 require students to utilize higher levels of thinking in relation to social statistics. Students now complete a final paper to articulate this deeper understanding of statistics. In 2015-16 and 2016-17, 100% of students assessed achieved the criterion for success on AM 1.
### SLOs, AMs, Performance Baseline Data, Implemented Actions for Improvement, Performance Data After Implementation

| SLO 3: Select and apply advanced social statistics to the analysis of social phenomena. | AM 1: Statistics Section of Doctoral Qualifying Exam | 2013-14 | 57.14% (N=7) | Added additional class exercises in SOCI 6363 to address student weaknesses in interpretation of regression results, selection of appropriate measures of association, and tests of statistical significance for complex samples | 2014-15 | 85.7% (N=7) |

| Change in SLO 3 and in Assessment Measure 1 | AM 1: SOCI 6363 Final Papers | 2015-16 | 100% (N=4) | Changed SLOs and AMs; Add extra assignment in SOCI 6363 that provided additional practice in identification of appropriate statistical procedures and provides practice at fully articulating reasons/rational for selections made | 2016-17 | 100% (N=6) |

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**Figure 10. PhD in Sociology Program Actions for Improvement**

**PhD in Physical Therapy Program**

Significant gains in student learning outcomes performance are documented for SLO 1 of the PhD Physical Therapy program, illustrated in Figure 11 below. After only 52% of students met the criterion for AM 1 in 2014-15, a more experienced faculty member was assigned to the course. When performance was measured in 2016-17, 100% of students met the criterion. Similarly, student performance on the doctoral qualifying exam (AM 4) showed comparable gains. The program’s curriculum committee aligned program content with expectations and added a third statistics course to the curriculum. Between 2012-13 and 2015-16, learning improved from 60% to 100%.
SLOs | AMs | Performance Baseline Data | Implemented Actions for Improvement | Performance Data After Implementation
---|---|---|---|---
SLO 1: Develop and discuss relevant research theories and provide substantive oral responses to spontaneous questions. | AM 1: PT 6193 (Quantitative Evaluation) Methodological Paper | 2014-15 52% (N=27) | Replaced instructor with more experienced faculty member | 2016-17 100% (N=16)

AM 4: Oral Qualifying Exam | 2012-13 60% (N=5) | Post-professional curriculum committee reviewed all core course objectives in PhD curriculum to insure sufficient theory and research skills are integrated appropriately to improve student performance (alignment); added and began teaching a third statistics course to the curriculum | 2015-16 100% (N=4)

**Figure 11. PhD in Physical Therapy Program Actions for Improvement**

**Post-Master’s Certificate of Advanced Study-Principal Program**

Small improvement gains are shown in Figure 12 below for the Post-Master’s Certificate of Advanced Study-Principal program. The actions taken for improvement address assignment redesign, increasing rigor, and communication effectiveness.

SLOs | AMs | Performance Baseline Data | Implemented Actions for Improvement | Performance Data After Implementation
---|---|---|---|---
SLO 1: Analyze and utilize data to make programmatic decisions that increase student achievement. | AM 1: Curriculum Action Plan Project | 2013 89.47% (N=19) | Course assignment redesigned to add rigor and increase the applicability to leaders; to coincide with the university’s QEP “Learn by Doing”, certificate program students will provide feedback to pre-service teachers regarding classroom data analysis sets; presentation piece revised to include an infographic approach that provides user-friendly communication of the same for parents and community members, as well as school staff. | 2016 100% (N=9)

AM 2: Data-Driven Decision-Making Presentation based on Curriculum Action Plan Project (AM 1) | 2013 94.70% (N=19) | | | 2016 100% (N=9)

**Figure 12. Post-Master’s Certificate of Advanced Study-Principal Program Actions for Improvement**
Supporting Documents
[1] Academic II Degree Document Hub
[2] Academic Assessment Plan Sections
[3] Guidelines for Well-Written Student Learning Outcomes (SLOs)
[4] Writing SLOs for Course-Program Proposals Workshop
[6] Actions for Improvement Codes
[7] TWU Degree Program 5-Year Trend Report
[8] Trend Analysis Example: M.S. in Nursing
Section 9: Educational Program Structure and Content

9.1 Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

X  Compliance  ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) offers degree programs that demonstrate a coherent course of study, align with the University’s mission, and are grounded in fields of study appropriate to higher education. TWU is authorized through the State of Texas to offer baccalaureate, master’s, and doctoral degrees [1]. All degree programs are approved by the Texas Higher Education Coordinating Board (THECB). The University follows the standards set forth by the THECB and the Texas Administrative Code for approving new programs aligned with job market need, student demand, curriculum design, faculty qualifications, TWU Libraries and technology resources, and the University mission. Certificate programs for academic credit also follow THECB guidelines and rules.

Coherence of Programs

The undergraduate [2] and graduate catalogs [3] outline elements of all baccalaureate and graduate degrees. Each undergraduate program includes general education (referred to as “core curriculum” in Texas) requirements, major courses, minor courses, and elective courses. The core curriculum is mandated by the State of Texas to include no fewer than 42 semester credit hours. The University’s compliance with THECB’s core curriculum requirements further solidifies program coherence.

The Texas Core Curriculum is designed to achieve the following:

Students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning. [4]

All courses approved by the THECB for inclusion in the institution’s core curriculum must address one or more of the following core objectives.

- **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information
- **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication
• **Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

• **Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

• **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

• **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Undergraduate degree programs demonstrate a logical progression. Once students complete core courses, they progress into upper-division courses in the academic major discipline that build on the foundation established by lower-division coursework.

TWU defines an academic major as “an approved group of courses leading to a bachelor's degree in an academic discipline” [5]. All groups of courses leading to undergraduate degrees assume four or more years of study. Each group includes a major subject, consisting of 30 or more semester credit hours, one-half of which must be at the 3000- or 4000-level. Degree plans list all requirements for the majors.

Several undergraduate degree plans provide opportunity for students to pursue a minor field of study. An academic minor is an approved group of courses or number of courses required for focused study in an academic discipline that includes a minimum of 6 semester credit hours at the upper level [5].

All TWU undergraduate degree programs are displayed in a coherent sequenced plan of study in the *Undergraduate Catalog*. The overview of the BS in Biology is presented as an example [6].

Program coherence is further evident in the comparison of undergraduate and graduate programs. TWU’s master’s and doctoral programs are progressively more rigorous than bachelor’s programs. Graduate program requirements are defined by the faculty within each program and are approved by the Graduate Council. According to the Graduate Council’s statement on *Responsibilities of the Graduate Council*:

> The Graduate Council, acting as the elected, delegate body of the Graduate Faculty, formulates Graduate School policies and is responsible for reviewing and making recommendations on all matters affecting the University's graduate programs. The purpose of the Graduate Council is to promote excellence in all graduate programs. [7]

The Graduate Council’s policy, *Differentiation Between 5000-and 6000-Level Courses* identifies expectations for the content of master’s and doctoral level courses and distinguishes between the two. The policy is designed to assure that graduate courses are more advanced than undergraduate courses and that 6000-level (doctoral) courses are more rigorous than 5000-level (master’s) courses. For 5000-level courses, the policy states, “While master’s education may differ between professional and academic disciplines, master’s level courses should provide knowledge beyond the undergraduate level and oriented toward the practitioner in the field or to
the preparation for advanced study.” For 6000-level courses, the policy states, “A 6000-level course, as compared to a 5000-level course, should be more focused on theory, demand a higher level of critical thinking, necessitate considerably more intellectual rigor, and demand integration of information into frameworks of knowledge” [8].

Compatibility with Mission and Goals

The mission of TWU is:

*Texas Woman’s University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation’s largest public institution primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman’s University inspires excellence and a pioneering spirit.* [9]

Consistent with the Mission Statement and the TWU’s *Learn to Thrive Strategic Plan 2022*, “TWU will educate individuals through a student-centered education focusing on the teaching and learning of the whole person for empowerment and long-term success.”

It is the commitment of the University to:

- infuse knowledge and skills that prepare students for successful lives and careers;
- foster curiosity to help students find meaning and purpose;
- capitalize on diversity and multiple perspectives to advance learning and innovation;
- achieve the highest level possible of degree completion while maintaining the high level of excellence expected from a Texas Woman’s graduate. [10]

As shown in the undergraduate [11] and graduate catalogs [12], TWU offers an array of degrees consistent with the University’s Mission and research mission. These undergraduate, graduate, and professional programs are offered in face-to-face and distance formats. All new programs are developed by faculty, undergo extensive internal faculty and administrative review, and are approved by the Texas Higher Education Coordinating Board. Guidelines for curriculum management are set forth by the THECB to ensure that all programs contribute to the mission and goals of the University.

**Undergraduate Program Development**

New undergraduate program proposals are developed by faculty in academic units following guidelines established by the University and the THECB. The Office of Undergraduate Studies and Academic Partnerships serves as a resource to departments in interpreting and meeting guidelines during the proposal development process. Guidelines require a proposal to include learning outcomes, curriculum, faculty, resources, budget, and projected enrollment. When the proposal has met the guidelines and has been approved by the academic department and the college dean, it is sent to the Program Committee of the Undergraduate Council, which is comprised of faculty representatives of undergraduate programs. The Program Committee may recommend (a) approval, (b) revision and resubmission, or (c) denial. Actions of the committee
are communicated to the academic department. Once a proposal is approved by the committee, the Undergraduate Council votes to approve or deny the proposal. Academic department administrators are present to answer any questions about the program. If new courses are to be added, course proposals are sent to the University Curriculum Committee which is charged with course approvals.

Following the action of the Undergraduate Council, approved proposals are forwarded to the Vice Provost for Undergraduate Studies and Academic Partnerships and then to the Provost and Vice President for Academic Affairs. Final approval of new programs is made by the TWU Board of Regents; and notifications are sent to the THECB, TWU Office of Institutional Research and Data Management, and TWU Enrollment Management. As an example, the proposal for the Bachelor of Science in Health Informatics degree, minutes of the Undergraduate Council, minutes of the TWU Board of Regents showing its approval, and the approval letter from the THECB are provided [13] [14] [15] [16].

**Graduate Program Development**

New graduate programs originate with faculty in an academic component. The Dean of the Graduate School is available to assist faculty with the preparation of the proposal, which follows a format prescribed by the THECB [17] [18].

Following approval within the component, the proposal is sent to the dean of the college in which the program is located for approval. Next, it is submitted to the Graduate Council Academic Programs Committee, the representative group of TWU graduate faculty charged with making a recommendation to the full Graduate Council. Proposals approved by the Graduate Council are sent to the Dean of the Graduate School and then to the Provost and Vice President for Academic Affairs for approval. Approved proposals are presented to the TWU Board of Regents for final approval within the University. Upon approval of master’s programs, the University notifies the THECB, the TWU Office of Institutional Research and Data Management, and the Office of Enrollment Services. Upon approval of doctoral programs, the University submits the proposal to the THECB for final approval. A site visit by external reviewers from other states is required for most new doctoral degree program proposals. Upon approval by the THECB, the Dean of the Graduate School notifies the TWU Office of Institutional Research and Data Management and TWU Enrollment Management. If a proposal includes new or modified courses, the courses are submitted to the University Curriculum Committee for approval. As an example, the proposal for the MS in Psychological Science degree, minutes of the Graduate Council, minutes of the TWU Board of Regents showing its approval, and the approval letter from the THECB are provided [19] [20] [21] [22].

**Distance Programs**

Proposals for distance education academic programs follow the same approval process as proposals for face-to-face programs with one additional step. Prior to review by the TWU Board of Regents, the TWU Distance Education Advisory Committee reviews and approves distance education academic programs [23].
**Program Curriculum**

TWU maintains a curriculum that is directly related to the University’s mission and goals. Curriculum changes and course proposals are reviewed by the University Curriculum Committee, which is comprised of elected members consisting of faculty, students, staff, and administrators [24]. The process and criteria for curriculum review are provided [25] and described in more detail in Standard 10.7.

Figure 1 below documents an example of alignment between curriculum and mission for the MS in Child Life from its Academic Institutional Improvement Assessment Plan. Each degree program has prepared similar plans to demonstrate alignment with the TWU mission. Additional examples are attached [26] [27] [28].

### 2018–2027 TWU Academic Institutional Improvement Assessment Plan [AIIA Plan]

| Department/School: Department of Family Sciences | Degree/Academic Program: MS Child Life (100% online) |
| Chair/Director: Ron Hovis/Elizabeth McCarroll, PhD, CCLS | Dean/College: Dr. Lisa Huffman/COPE |
| Degree Program Campus(es): Denton, Dallas, Houston | Date: 10/01/2018 |

If online degree, indicate type below: Fully Hybrid Completion (Fully) Completion (Hybrid)

### Section I: Alignment of Department/Program Mission to TWU Mission

<table>
<thead>
<tr>
<th>Texas Woman's University Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas Woman’s University cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation’s largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman’s inspires excellence and a pioneering spirit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department/Program Mission</th>
<th>Alignment of Department/Program Mission to Institutional Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Insert Department/Program Mission below. You may also include a College and/or School Mission.]</td>
<td>[Identify elements of the Institutional Mission that align with the Department/Program Mission below.]</td>
</tr>
</tbody>
</table>

Through an integration of the root disciplines involved in life course human development, the Department of Family Sciences facilitates the development of learning and competencies in students who will enhance the quality of life for individuals and families in a diverse global society. The Family Sciences faculty empowers students to be proactive and systemic in approach.

The Family Sciences mission statement reflects the institution’s mission to lead personally and professionally fulfilling lives by enhancing the quality of life for individuals and families. Family Sciences also recognizes diversity in its understanding of human development from a global perspective. Furthermore, the department of Family Sciences intends to ignite potential, purpose, and a pioneering spirit by empowering students to be proactive and systemic in their professional approach.
Section II: Alignment of Program Student Learning Outcomes to Department/Program Mission

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes (SLOs)</th>
<th>Alignment of Program Student Learning Outcomes to Department/Program Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td>By the end of the academic program, students will be able to:</td>
<td></td>
</tr>
<tr>
<td>SLO 1: Clearly apply child development and child life theories with an emphasis on child development and clinical application in the field of child life.</td>
<td>Through an integration of the root disciplines involved in life course human development, the Department of Family Sciences facilitates the development of learning and competencies in students who will enhance the quality of life for individuals and families in a diverse global society. Child life professionals serve a diverse population of children and families in a healthcare setting and knowledge and application of appropriate child development and child life theory is imperative to the profession of which this degree serves.</td>
</tr>
<tr>
<td>SLO 2: Critically evaluate child development and child life research with an emphasis on child development and clinical practice in the field of child life and evidence-based practice.</td>
<td>Through an integration of the root disciplines involved in life course human development, the Department of Family Sciences facilitates the development of learning and competencies in students who will enhance the quality of life for individuals and families in a diverse global society. The Family Sciences faculty empowers students to be proactive and systemic in approach, as well as ethical and professional in practice. This includes critical evaluation of current research in the field of child development, child life, and related areas and an understanding of the importance of evidence-based practice.</td>
</tr>
<tr>
<td>SLO 3: Effectively compose all forms of written scholarly communication with priority given to APA formatting, and show content expertise in child development, child life, and related areas.</td>
<td>Through an integration of the root disciplines involved in life course human development, the Department of Family Sciences facilitates the development of learning and competencies in students who will enhance the quality of life for individuals and families in a diverse global society. At the master’s level this includes being able to express content and research-based knowledge in scholarly written format.</td>
</tr>
</tbody>
</table>

Figure 1. Academic Institutional Improvement Assessment Plan for the MS in Child Life

Appropriateness to Higher Education

TWU’s program approval process is overseen by the Undergraduate Council and the Graduate Council in accordance with THECB rules to assure that programs and curricula are coherent, aligned with mission and goals, and appropriate to higher education. Additionally, all academic programs undergo periodic program reviews. As stated in program review policies of the Undergraduate Council and Graduate Council:

The main objective of periodic program reviews is to provide a mechanism for improving the quality of [undergraduate/graduate] degree programs at Texas Woman's University. Periodic program reviews give faculty and academic leaders important information about the effectiveness of a program including its strengths, weaknesses, and contribution to the mission of the university. In addition, information about the efficiency of programs is
provided. Results of program reviews are used to give direction, to set goals for the future, and to ensure that general academic plans and budget decisions are based on information and priorities which match closely those of the university. [29] [30]

The Core Curriculum is reviewed on a 10-year cycle as required by the Texas Higher Education Coordinating Board. “The assessment report provides Texas IHE [institution of higher education] an opportunity to discover, document, and seek improvements to student attainment in the six Core Objectives” [31]. The Texas Common Core assessment report is due to the THECB at the same time (spring or fall semester) the institution's compliance certification report is due to Southern Association of Colleges and Schools Commission on Colleges. The processes of initial program approval and periodic program review ensure that programs are aligned with the University mission, coherent, and appropriate for higher education.

Supporting Documents
[1] THECB Program Inventory
[2] Undergraduate Catalog
[3] Graduate Catalog
[5] Undergraduate Catalog Definition of Major/Minor
[6] Program of Study-Biology
[7] Responsibilities of Graduate Council
[8] Expectations for Master’s and Doctoral courses
[9] TWU Mission
[10] TWU Strategic Plan 2022
[11] Undergraduate Catalog-Degree List
[12] Graduate Catalog-Degree List
[13] BS in Health Informatics Program Proposal
[14] UG Council minutes-BS Health Informatics
[15] BOR Minutes-BS Health Informatics
[16] THECB approval letter-BS Health Informatics
[17] THECB proposal form Baccalaureate and Masters
[18] THECB Proposal Form Doctoral degrees
[19] MS in Psychological Science Proposal
[20] Graduate Council minutes-MS-Psychological Science
[21] BOR minutes-MS-Psychological Science
[22] THECB approval letter-MS-Psychological Science
[23] Distance Education Advisory Committee Website
[24] Curriculum Committee Membership
[26] BS in Interdisciplinary Studies Alignment with Mission
[27] BS in Psychology Alignment with Mission
[28] PhD in Nutrition Alignment with Mission
[29] Undergraduate Program Review
[30] Graduate Program Review
[31] THECB Guide for the Texas Core Curriculum Assessment
9.2 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

X  Compliance  ____ Non-Compliance

Narrative

Baccalaureate degrees at Texas Woman's University (TWU) meet or exceed 120 semester credit hours as outlined and specified by the Texas Education Code [1]. All post-baccalaureate, graduate, and professional degrees at TWU meet or exceed 30 semester credit hours. TWU does not offer associate degrees. Semester credit hours are the academic unit of measure used at TWU. Transfer hours accepted from institutions utilizing a different unit of measure are converted to their semester-hour equivalent. Policy regarding the minimum number of hours required to meet graduation requirements is described in the undergraduate [2] and graduate [3] catalogs, and requirements for each program are listed in each department by major and degree.

New Degree Programs

New degree programs are proposed by faculty, reviewed by the dean of the college, and evaluated by the TWU Undergraduate Council [4] or Graduate Council [5]. Proposals are developed in alignment with the criteria outlined by the Texas Higher Education Coordinating Board and Texas Administrative Code [6] [7]. To ensure appropriate administrative review, new programs must receive approval from the TWU Board of Regents, and then from the Texas Higher Education Coordinating Board (THECB) [8]. Programs with an online component also follow an approval process that includes review by the Distance Education Advisory Committee [9].

All program proposals are prepared and reviewed by using the THECB program template [10], ensuring that undergraduate programs have a minimum of 120 hours and graduate programs have a minimum of 30 hours. When appropriate, program proposals will also undergo an approval or accreditation process required by professional boards.

Undergraduate Programs

TWU offers undergraduate programs leading to bachelor of applied arts and sciences, bachelor of applied sciences, bachelor of arts, bachelor of business administration, bachelor of fine arts, bachelor of science, and bachelor of social work degrees. All undergraduate degree plans require a minimum of 120 semester credit hours as specified in the Undergraduate Catalog [2]. Every
degree program is subdivided into the following components: general education (core curriculum) requirements as specified by Texas Administrative Code [11], major courses, related courses, and elective courses. Examples of how degree plans distribute hours across the requirements are presented for the Bachelor of Science in Biology [12] and the Bachelor of Social Work [13].

Graduate Programs

TWU offers both master’s and doctoral degrees. As noted in the Graduate Catalog each program must include a minimum of 30 hours of course work, which may include thesis or special projects [3]. Doctoral programs consist of a minimum of 90 graduate hours [14]. The degree requirements for all graduate degrees are detailed in the catalog under the program descriptions. Examples are presented for the PhD in Dance [15], the Master of Science in Health Studies [16], and the Master of Education in Early Childhood Education [17]. TWU has no accelerated undergraduate to graduate programs that require less than 150 hours.

Supporting Documents

[2] Graduation Requirements-Undergraduate Catalog
[3] Graduation Requirements-Graduate Catalog
[9] Distance Education Advisory Committee
[10] THECB New Degree Program and Certificate Requests Procedures and Resources
[12] Department of Biology B.S. Degree Plan
[13] Bachelor of Social Work BSW Degree Plan
[14] Graduate Catalog – Doctoral Degree Requirements
[15] Department of Dance Doctoral Program
[16] Master of Health Studies Graduate Programs
[17] Master of Education in Early Childhood Education
Section 10: Educational Policies, Procedures, and Practices

10.2 Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

__X__ Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) provides students and the general public with current academic calendars, grading policies, cost of attendance, and refund policies via various website on the university website. The placement of these policies and information on publicly-accessible websites ensures they are available across all delivery locations and modes of instruction. Students taking distance education classes, classes at off-campus locations, and classes via other modes of delivery have the same access to these published policies and information because they are available through the TWU website. The specific types of information are described in greater detail below.

Academic Calendars

The TWU academic calendar provides term dates, registration dates, academic deadlines, payment deadlines, and refund deadlines. The calendar is available to students and the general public on the TWU website at the Registrar Academic Calendars website [1] and via links from the TWU Academics website [2] the TWU A-Z Index website [3], and the Bursar Refunds website [4]. Additionally a link to the calendar is available to students through their secure student registration portal at webadvisor.twu.edu. The Academic Calendars website provides links to the current academic year’s academic calendars; the next year’s academic calendars prior to the opening of registration; links to download the calendar to Outlook, Google, or iCal; and term start and end dates for the next six academic years. The information is available to all undergraduate and graduate students, distance students, dual enrollment students, and the general public.

Grading Policies

The online Student Life Handbook [5] provides students and the general public detailed information regarding grades, grading definitions, grade requirements, academic standings based on GPA, and instructions on how to calculate the GPA in the “Grade-Related Information and Academic Progress” heading within Section 4: Academic Affairs & Records [6]. The Student Life Handbook is also available to students and the general public via a link from the TWU A-Z Index website [3]. Students and the general public may also access grading policies online via both the undergraduate [7] and graduate catalogs [8].
Cost of Attendance

TWU provides students and the general public information on the cost of attendance online through the TWU Cost of Attendance website [9]. The Cost of Attendance website has a link to the Tuition & Fees Estimator [10], the State’s Net Price Calculator [11], and an estimated nine-month budget for undergraduate and graduate students paying resident or non-resident tuition [12]. Additionally, the website provides a link to a cost comparison between TWU and seven other universities in Texas [13]. The Cost of Attendance website is easily located from the TWU A-Z Index website [3]. The Bursar website provides information on current year tuition and fee rates [14], while the TWU Office of Financial Aid website [15] provides students and the general public additional links to all of the above-mentioned cost of attendance resource websites. The Consumer Information Disclosures page in the undergraduate [16] and graduate [17] catalogs also provides cost of attendance information and links to the Cost of Attendance website.

Refund Policies

The refund schedule for tuition and fees is prescribed by state statute in Texas Education Code 54.006 [18]. General refund process information is available on the Bursar Refunds website [4]. Specific term refund dates are published in the TWU Academic Calendar [1] as well as on the Bursar Dates website [19]. The Consumer Information Disclosures page in the undergraduate [16] and graduate [17] catalogs also provides links to the Bursar Refund policy page for students and the general public.

Supporting Documents

[1] Registrar Academic Calendar website
[2] TWU Academics website
[3] TWU A-Z Index website
[4] Bursar Refunds website
[6] Student Life Handbook Section 4 Grade-Related Information and Academic Progress
[7] Undergraduate Catalog Grades and Grade Points
[8] Graduate Catalog Grades and Grade Points
[9] Cost of Attendance website
[10] Tuition & Fees Estimator
[12] TWU Nine-Month Budget for a Student website
[13] TWU Cost Comparison website
[14] TWU Bursar Tuition & Fees website
[16] Undergraduate Catalog Consumer Information Disclosure
[17] Graduate Catalog Consumer Information Disclosure
[18] Texas Education Code 54.006
[19] TWU Bursar Dates
10.3 Archived Information

The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

X  Compliance   ___  Non-Compliance

Narrative

Texas Woman’s University (TWU) ensures the availability of archived official catalogs, digital and/or print, with relevant information for course and degree requirements sufficient to serve former and returning students. The availability of and access to this information is outlined in greater detail below.

Housing and Maintenance of Archived Official Catalogs

University Archives, housed in the TWU Library Special Collections, is responsible for ensuring that physical printed archival versions of all catalogs since 1901 are maintained in a fire-safe and access-controlled environment. A second archival copy of all printed catalogs is maintained by the Registrar's Office. Digital online PDF versions of the undergraduate catalogs from 2003 to 2015 and graduate catalogs from 2006 until 2014 are housed on a TWU server with off-site redundant backups. TWU’s interactive digital catalogs from 2014 to present are housed off-site by the vendor Leepfrog Technologies with redundant off-site backups.

Accessing Catalogs

Information on how to access a previous catalog is available to students and the general public via the main public TWU Catalog website [1]. This landing page provides links to access digital versions of undergraduate catalogs since 2003 and graduate catalogs since 2006. All online digital catalog information can be downloaded free of charge at any time and printed, if desired. The Catalog website landing page also provides instructions on making requests to the TWU Library or Registrar for copies and scans of archived catalog information other than the catalogs accessible online.

Should a student or member of the public wish to see a prior catalog in person, individuals may visit the TWU Library in person and request access to the Special Collections which house the catalog archive. The TWU Library has indexed all prior catalogs and created a metadata search accessible via PRIMO, the online universal TWU Library search engine.

The TWU Library provides printing, scanning, and mailing services to any distance requestor for a minimal copy fee. The library is currently digitizing all prior printed catalogs and plans to house them in a free and searchable online open-access platform with a 2020 anticipated completion date. Requests for copies of archived catalog information, other than the online versions, can be submitted to the TWU Library Special Collections at womansc@twu.edu or by calling 940-898-3751. A minimal copy fee may be required.
Catalogs archived by the Registrar are not directly accessible by students or the public. Prior, current, and potential students and other educational institutions may request transcriptions, copies, or scans of the catalog information at no charge from the Registrar. Requests for copies or transcriptions of archived catalog information can be submitted by emailing registrar@twu.edu.

Publication of Catalogs

Both undergraduate and graduate catalogs are updated annually after completion of the annual Curriculum Committee, Undergraduate Council, and Graduate Council meetings where new and modified courses, program proposals, and policy updates are considered and approved. TWU’s web-based curriculum management software, CourseLeaf, identifies programs and other courses that will be impacted by changes to course information via the content management system (CMS) “ecosystem” prior to consideration of proposals for new or modified courses. Once a new or modified course proposal is submitted, an automated notification email is sent to leadership of academic components with courses or programs which will be impacted by course modification proposals. Any substantial change to degree plans must be approved by the corresponding academic component administrator, dean, Undergraduate or Graduate Council (consisting of representatives from each college), and the Texas Higher Education Coordinating Board, if required.

The creation of the new catalogs is managed by the Office of the Executive Vice Provost utilizing the CourseLeaf CMS developed by LeepFrog Technologies. Catalog content is updated annually by designated editors in academic components and administrative offices via an online workflow system which identifies changes to catalog content to everyone in the approval workflow. The updated catalog content is vetted and approved by academic component administrators, deans, and administrative leadership who are responsible for the catalog content. Oversight of the undergraduate catalog preparation is provided by the Office of Undergraduate Studies and Academic Partnerships, while the Graduate School oversees the graduate catalog preparation. Drafts of the entire revised catalogs are posted to a private and secure site where all those in the workflow and additional stakeholders are provided a review period to identify any missed or erroneous updates prior to final approval and publication. Changes to degree plans and course information are then updated in TWU’s online student planning and registration systems by the Registrar.

Should a change occur outside the annual designated catalog timeline, an update announcing the change is posted to the top of the corresponding online catalog page with an effective date; the actual published catalog content is not changed. Academic components may also announce changes on their websites. Should a change outside the annual cycle potentially impact course offerings needed to complete a student’s approved catalog degree plan, the academic component must make accommodations for the student to complete any required coursework.

Supporting Documents
[1] TWU Catalog website
10.5 Admissions Policies and Practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

X  Compliance  ____ Non-Compliance

Narrative

Texas Woman’s University (TWU) publishes admissions policies that are consistent with its Mission and Core Values [1], that are accessible to its students, and are consistent with the Statement of Principles of Good Practice: NACAC’s Code of Ethics and Professional Practices [2] and the American Association of Collegiate Registrars and Admissions Officers. The University utilizes the Texas Common Application and adheres to the guidelines set forth by the Texas Higher Education Coordinating Board (THECB) [3].

The Office of Admissions at TWU is responsible for undergraduate and graduate recruitment while the Office of Admissions Processing is responsible for student applications and admission to the University. Clear admissions policies and guidelines for application are located in print and online [4] [5] [6]. Admission to TWU is based on a number of criteria including academic achievement, academic preparation, and standardized test scores [7] [8] [9]. Specific admission requirements vary by admission category [6].

Freshman Admission

As stated in the Undergraduate Catalog, “Students who will graduate or have already graduated from high school, who will complete or have completed a home-school program, who hold a GED certificate of completion, or who have attempted fewer than 12 semester credit hours of college-level coursework after high school graduation are considered freshman applicants. Students who have earned college semester credit hours while in high school are considered freshman applicants with college credit” [10]. Freshmen may be admitted under one of the following three categories: (a) Assured Admission, (b) Regular Admission, or (c) Individual Review [10].

THECB rule stipulates that students who graduate in the top 10% of their graduating class from a regionally accredited high school in Texas are assured admission to public colleges and universities [11]. THECB rule allows an institution to expand assured admission to those who rank in the top 25% of their high school graduating class. In alignment with its mission, TWU assures admission to students graduating in the top 25% of their class. Students who do not meet the assured admission standard may be admitted under the regular admission standard if they meet specific criteria outlined in the Undergraduate Catalog [10] and on the Admissions website [7].
Freshman applicants who do not meet the Assured Admission or Regular Admission requirements require further review. Applicants are reviewed by the Office of Admissions Processing and the Admissions Review Committee to determine whether an offer of admission will be made. Additional credentials or materials may be requested from applicants being considered for admission.

Transfer Admission

As stated in the *Undergraduate Catalog*, “Students who have attempted twelve or more transferable semester credit hours of college-level credit at another college or university but who have not received a bachelor’s degree are considered transfer students. The completed 12 hours of transferable semester credit will not include developmental, vocational or technical coursework. Students earning college-level credit hours while in high school are considered as first-time in college and will apply as a freshman; once 12 or more additional transferable credit hours are accumulated after high school graduation a student would apply as a transfer” [12]. Transfer students may be admitted under one of the two following categories: (a) Assured Admission or (b) Regular Admission [8].

Students may transfer credit hours from junior or community colleges. All such credit is accepted as lower-level semester credit hours unless otherwise approved on a course-by-course basis by academic leadership in the discipline. There is no maximum number of semester credit hours transferred from four-year institutions, and semester credit hours will be accepted at the level taken; however, 25% of all hours in a degree plan must be completed at TWU. Several departments have higher grade point requirements which students must satisfy before they are permitted to advance to upper-level coursework. Transfer students have the same opportunities as students enrolling at TWU for all four years of their undergraduate degrees as outlined by THECB [13].

Dual Credit Student Admission

As stated in the *URP II.11.n Dual Enrollment* [14], students eligible to participate in academic dual credit at TWU must meet the minimum eligibility standards as defined in the *Texas Administrative Code* [15]. Additionally, TWU requires students to maintain a minimum 2.0 GPA to enroll as a dual credit student, meet college readiness standards as outlined by the THECB, submit a signed permission form, and submit payment for associated tuition and fees as stated on the TWU Dual Credit website [16a] [16b]. Dual enrollment students adhere to the standard admissions process as outlined on the TWU Admissions website [7].

International Student Admission

The *Undergraduate Catalog* and the Admissions website describe specific requirements that international applicants must meet to be admitted to the University [17] [18]. As stated in the *Undergraduate Catalog*, “For admission purposes, Texas Woman’s University defines an ‘international applicant’ as a foreign national who is or will be studying at a U.S. institution on a non-immigrant visa. International applicants, including applicants who hold a non-immigrant visa/status and attend high school in the U.S., must complete the international application.
International students admitted to Texas Woman’s University usually do so on a F-1 visa status. It is, however, possible to enter the U.S. on other non-immigrant visas” [17].

Other Types of Undergraduate Admission

TWU offers several other types of undergraduate admission [19]. These include (a) Non-degree Admission, (b) Post-Baccalaureate Admission, (c) Readmission; and (d) the Academic Fresh Start program [20].

Second Admission Programs

Texas Woman’s University (TWU) publishes and documents requirements for undergraduate programs along with general, university-wide standards in the online undergraduate and graduate catalogs, department websites, and in print.

Some TWU professional programs require students to complete a second admission process. In these cases, students apply to the University and separately to the degree program. A student may be admitted to the University, but may not be admitted to the program. Examples of Second Admission programs include: (a) Communication Sciences, (b) Dental Hygiene, (c) Nursing, (d) Nutrition, (e) Psychology, (f) Social Work, and (g) Teacher Education programs. Program requirements can be found on the department websites and/or the Undergraduate Catalog [21] [22] [23] [24] [25] [26] [27] [28].

Graduate Admission

As stated in the Graduate Catalog, “Approval for admission to the Graduate School is required of all graduate students. Graduate School admission does not imply admission to candidacy for an advanced degree. Candidacy will be granted only after a period of successful graduate work and after compliance with the conditions and course of study established by the University and its departments, schools, and colleges” [5]. General admission requirements include holding a bachelor’s degree from an accredited university and having a minimum 3.0 GPA for the last 60 hours of undergraduate study [5]. Graduate students may be admitted under one of the following categories [29]:

- Degree study: This status identifies students seeking either a master’s or doctoral degree. Students should apply for admission at the appropriate level. Admission to master’s study is valid only for the master’s degree; a separate application for doctoral study is required. Students are admitted to degree study in a particular academic discipline, and any change of field of study requires a new application for admission.
- Certification study: This status identifies students holding the bachelor’s degree who seek certification rather than a graduate degree. A maximum of 12 graduate semester credit hours earned for certification will subsequently apply toward a graduate degree only if the Dean of the Graduate School, upon recommendation of the student’s advisory committee, determines it is appropriate to the degree program. Post-master's Certificates are also available in some programs for students seeking specialization or advancement past the master’s degree.
- Postdoctoral study: This status identifies students holding doctoral degrees who do not wish to pursue another graduate degree but who wish for personal or professional purposes to take additional coursework.

**Federation of North Texas Area Universities**

As stated in the TWU *Graduate Catalog*, “The Federation of North Texas Area Universities, created by the Texas Higher Education Coordinating Board, is a consortium comprised of Texas Woman’s University, Texas A&M University - Commerce, and the University of North Texas. The Federation is designed to strengthen the resources of higher education in north central Texas through inter-institutional cooperation in graduate research and instruction. To this end, the Federation universities supply broad educational opportunities to their students in fifteen program areas with some universities authorized to grant degrees and others authorized to provide support services for the degree programs” [30]. A student applies for admission to a Federated program through the institution from which he or she plans to graduate. Once the Federated Admissions Committee and the appropriate persons at the home institution grant admission, the student may then cross-register for graduate courses at other participating universities and make use of the academic resources available [31].

**Recruitment**

Texas Woman's University (TWU) recruitment materials and presentations represent the institution’s practices and policies by reflecting the University’s Mission of serving as a public institution for cultivating a diverse community of engaged leaders and global citizens.

Recruitment materials and presentations accurately represent the institution’s practices and policies. All Admission marketing collateral is reviewed for accuracy and consistency with institutional, state, and federal compliance and regulatory standards.

All advertising, banners, flyers, and other materials created to promote university-related events and activities must be approved by the Office of Marketing and Communications, in collaboration with the Office of Admissions and the Enrollment Management Division [32]. Recruitment publications (e.g., viewbooks) and the TWU website are designed to appropriately represent the University’s student body. Student testimonials, profiles, and pictures are selected to accurately portray the student body’s diversity by age, gender, ethnicity, program, geographic origin, activities, and interests [33] [34] [35].

Recruitment information is available on the Admissions website [6]. Recruitment content is updated on a regular basis, and an annual review is conducted to update recruitment event information, costs, requirements, and policies. Recruitment presentations may be in-person or electronic. The Office of Marketing and Communications website serves as a resource for developing marketing and recruitment materials to maintain consistent branding [36]. Content is updated throughout the year when changes occur. Each department has an individual responsibility to maintain and update content and department information.
The Office of Admissions employs and maintains appropriately qualified staff to meet the needs of TWU’s diverse prospective students. Admissions counselors are trained to accurately promote the University. All recruitment personnel are on-boarded and trained by Admissions leadership to accurately promote the University. Admission counselors are trained to provide customer service and to present to small or large groups. Presentations have been created to meet the needs and interests of a particular population of student. The presentations are updated annually by Admissions staff to include admission and program updates. TWU employs Admissions staff at the T. Boone Pickens Institute of Health Sciences-Dallas and the TWU Institute of Health Sciences- Houston Center who assist in the coordination of recruitment efforts.

TWU currently has no independent contractors for recruitment. Independent contractors could be employed to assist with future recruitment efforts. Specific guidelines are established for using independent contractors or agents in recruiting students. A detailed, written description of project-specific activities, deliverables, and timelines are agreed upon by the contractor and TWU [37]. Based on the contractual agreement, approved by Procurement and General Counsel, principles and policies are governed accordingly. The guidelines are enforced in accordance with the signed, contractual agreements.

Supporting Documents
[1] TWU Mission
[4] TWU Undergraduate Catalog-Admission Information
[5] TWU Graduate Catalog-Admission to the Graduate School
[6] TWU Admissions Website
[7] Admissions Website-First-Year Students
[8] Admissions Website-Transfer Students
[9] Admissions Website-Graduate Students
[10] Undergraduate Catalog-Freshman Admissions Requirements
[12] Undergraduate Catalog-Transfer Admissions Requirements
[14] TWU Dual Credit Enrollment
[16a] TWU Dual Credit Website How to Apply
[16b] TWU Dual Credit Website Paying for Classes
[17] Undergraduate Catalog-International Admissions Requirements
[18] Admissions Website-International Students
[19] Other Types of Undergraduate Admission
[20] Academic Fresh Start
[21] Communication Sciences & Disorders Admissions Requirements
[22] Dental Hygiene Admissions Requirements
[23] Nursing Admissions Requirements
[24] TWU Undergraduate Catalog-Nursing Admission Information
[25] Nutrition (Dietetics) Admissions Requirements
[26] Psychology Admissions Requirements
[27] Social Work Admissions Requirements
[28] Teacher Education Admission Requirements
[29] Types of Graduate Admission
[30] TWU Graduate Catalog-Federation of North Texas Area Universities
[31] Federation Admissions Website
[32] Marketing Guidelines and Resources
[33] First-Year Viewbook
[34] Transfer Viewbook
[35] Graduate Viewbook
[36] Marketing and Communications Website
[37] Procurement Handbook
10.6 Distance and Correspondence Education

An institution that offers distance or correspondence education:

(a) ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.

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

(c) ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

_X_ Compliance ___ Non-Compliance

Narrative

The Division of Academic Affairs, through the Office of Teaching and Learning with Technology, is responsible for the enforcement of the provisions outlined in standards 10.6(a), (b), and (c) [1].

Verification of Identity

By using a secure login and password to verify student identity, Texas Woman’s University (TWU) demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit [2]. Distance students must use a secure login and password to verify identity when logging into courses via Canvas, the University’s course management system. The login screen provides a warning to students outlining unauthorized use and access. By logging into and entering the Canvas site, students are acknowledging their agreement to applicable TWU policies and guidelines. A link to these guidelines is provided to students through the Student Life Handbook [3], which includes the Student Code of Conduct [4] and URP I.19.r Computer and Software Acceptable Use Policy [5]. These policies also address falsification or misuse of identity and technology. In addition to unique logins, distance education faculty are encouraged to employ a variety of assessment methodologies such as collaborative writing assignments, portfolios, and projects with frequent assessments, which are likely to prevent falsification or misuse of identity.

Privacy Protection

TWU has a written procedure for protecting the privacy of students enrolled in distance courses or programs. TWU’s written policy and procedure is based on the guidelines outlined by the Family Educational Rights and Privacy Act (FERPA) which applies to all students, including distance students. In accordance with FERPA, TWU’s policy and procedures specify procedures and responsibilities related to the annual notification of student records policy, student access to education records, amendment of education records, disclosure of personally identifiable information, disclosure of directory information, disclosure of records in health and safety emergencies, disclosure of records with personally identifiable information removed, and
recording requests for disclosure [6] [7] [8]. Additionally, user responsibilities related to privacy are also addressed in TWU’s Computer & Software Acceptable Use Policy [5].

Because distance students use the same means of verification of identity as do all students, the same methods of privacy protection apply to all TWU students. These methods were designed in alignment with National Institute of Standards and Technology standards for computer security [9]. Students are assigned usernames and must create their own passwords. TWU publishes password construction guidelines that result in complex passwords to protect password security. TWU systems mask passwords as they are entered; and, if an error is made in typing a username or password, the system does not tell the user which item was incorrect. In order to reset a forgotten password, users must call the Service Desk during regular business hours for identity verification. For further security, users are required to change their passwords annually.

**Charges for Verification of Identity**

TWU does not charge additional student fees for verification of student identity.

**Supporting Documents**
[1] URP: II.12.b Distance Education
[6] TWU FERPA and Student Records
[7] Regents Policies-Students: FERPA (Student Records)
[8] University Regulations and Procedures Related to Academic Affairs and Records
10.7 Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

X Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. The University follows the credit hour system and determines the amount of credit to award in accordance with federal and state legislation.

TWU defines a credit hour in accordance with federal regulation 34 CFR 600.2 and the Texas Administrative Code (TAC), Title 19, Chapter 4, Subchapter A, Rule 4.6 [1]. As outlined by federal regulation:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(a) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(b) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours [2].

The Texas Administrative Code stipulates that “traditionally delivered three semester credit hour courses should contain 15 weeks of instruction (45 contact hours) plus a week for final examinations so that such a course contains 45 to 48 contact hours depending on whether there is a final exam.” Additionally, “courses delivered in shortened semesters are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught during a normal semester” [3].

At TWU, all new or modified course proposals, regardless of format or mode of delivery, are reviewed by the University Curriculum Committee which oversees course approval and has primary responsibility for coordinating curricula across the University’s academic components. Its role is based on the premise that primary responsibility for curriculum rests with the faculty in...
each academic unit in each college. As a result, TWU’s curriculum represents a diversity of programs to meet student needs within a unified whole that requires coordination among academic components [4] [5].

The University Curriculum Committee membership [6] is comprised of faculty members and a representative of the Library nominated by the Faculty Senate Committee Selection Committee and appointed by the Provost and Vice President for Academic Affairs. The credentials of faculty members on the Curriculum Committee meet TWU requirements for appointment as a faculty member in one of the University’s academic components; therefore, they possess appropriate academic qualifications to serve on this committee. One undergraduate student is nominated by the Vice President for Student Life, and one graduate student is appointed by the Dean of the Graduate School. A representative of the Academic Council is designated by the Academic Council. Ex-officio members include the Provost and Vice President for Academic Affairs, the Executive Vice Provost, the Vice Provost for Undergraduate Studies and Academic Partnerships, the Dean of the Graduate School, the Director of Academic Assessment, the Registrar, and the Director of the Office of Teaching and Learning with Technology.

The work of the University Curriculum Committee is facilitated by the Office of the Executive Vice Provost. Committee members carry out Curriculum Committee Liaison Assignments [6] [7] to assist academic components with their proposals to the committee according to the Curriculum Committee Timeline [8] for each academic year.

The TWU Curriculum Committee Handbook [9] details the description and membership of the Curriculum Committee, guidelines for university curriculum management, review criteria for course proposals, instructions for submitting new or modified course proposals, and the course deactivation and reactivation process. Submission of new and modified course proposals are facilitated by the TWU Course Inventory Management System, ensuring appropriate review at each academic level [10]. Courses are proposed by faculty, approved by academic component administrators and deans prior to review and approval of student learning outcomes by the Director of Academic Assessment. Depending on the level of the course, the Vice Provost for Undergraduate Studies and Academic Partnerships or the Dean of the Graduate School reviews courses for alignment with University policies. The Executive Vice Provost reviews all previous input and sends courses to the Curriculum Committee, which makes final determinations on all courses [11]. Distance education courses and programs are also reviewed by the Distance Education Advisory Committee to ensure compliance with the TAC and SACSCOC requirements and for university approval [12].

Among the determinations of the Curriculum Committee are the amount and level of credit earned. TWU’s course numbering system includes an alphabetic prefix denoting the department and/or program and a 4-digit course number. The first numeral denotes the level of instruction with 1-4 representing increasingly rigorous undergraduate coursework, 5 representing master’s coursework, and 6 representing doctoral coursework. The last numeral represents the semester hour credit awarded. For example, BIOL 1113 is a first-year biology course awarding 3 semester hours of credit [13].
TWU does not award credit for course work taken as noncredit unless it is part of an educational experience obtained in the military or through credit by examination.

**Military Service Courses**

Courses taken in the Armed Forces are reviewed by the Office of Admissions Processing upon enrollment at TWU. The university follows the recommendations of the American Council on Education *Guide to the Evaluation of Educational Experiences* in the Armed Services. Credit is awarded for lower and upper division baccalaureate military training, but TWU does not award credit for vocational or graduate-level work [14].

**Credit by Examination**

As stated in the *Undergraduate Catalog*, students entering TWU may be able to gain university credit for examinations such as:

- The Advanced Placement Program (AP)
- The College-Level Examination Program (CLEP)
- The International Baccalaureate Program (IB)
- Professional society tests in specific disciplines
- Departmental examination and/or reviews.

The *Undergraduate Catalog* and admissions website detail the standards a student must meet for the score on the examination to be accepted for credit [15].

The practice of accepting professional society tests or departmental examinations for credit has been discontinued and will be removed from the next catalog. An example of a departmental examination previously offered for credit occurred in the College of Nursing. Students enrolled in the RN-BS, RN-MS, and Post-Baccalaureate RN-MS programs had the opportunity to challenge courses for which they had gained knowledge through continuing education, life experiences, or academic coursework. Few students requested the opportunity, electing instead to refresh their knowledge and skills by enrolling in the classes in their degree program. The examination has not been requested in the last three years.

**Supporting Documents**

[1] Federal Government Regulation 34 CFR 600.2  
[2] Definition of a Credit Hour  
[3] Texas Administrative Code, Title 19, Chapter 4, Subchapter A, Rule 4.6  
[4] TWU Undergraduate Programs  
[5] TWU Graduate Programs  
[6] Curriculum Committee Membership  
[7] Curriculum Committee Liaison Assignments  
[8] Curriculum Committee Timeline  
[10] Course Inventory Management System  
[11] Curriculum Committee Minutes
[12] Distance Education Advisory Committee
[13] Undergraduate Biology Course Example – BIOL 1113
[14] Military Credit
[15] Credit by Examination
10.9 Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

X  Compliance  ___  Non-Compliance

**Narrative**

Texas Woman’s University (TWU) does not transcript courses or credits as its own when offered through a cooperative academic arrangement. The University has entered into several partnerships to increase access to additional higher educational opportunities for its students, citizens of the State of Texas, and beyond. These partnerships include the Federation of North Texas Area Universities, the Family and Consumer Sciences Alliance, a joint Master of Social Work degree with the University of North Texas, and study abroad opportunities. In all cases, TWU identifies the courses, credit, and the university offering the course on the transcript. Therefore, this standard does not apply.
Section 12: Academic and Student Support Services

12.1 Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

_X_ Compliance ___ Non-Compliance

Narrative

Texas Woman's University (TWU) provides appropriate academic and student support programs, services, and activities consistent with its mission.

TWU’s Mission Statement reads:

TWU cultivates engaged leaders and global citizens by leveraging its historical strengths in health, liberal arts, and education and its standing as the nation’s largest public university primarily for women. Committed to transformational learning, discovery, and service in an inclusive environment that embraces diversity, Texas Woman’s inspires excellence and a pioneering spirit. [1]

In fulfillment of this mission, the University offers a variety of student-centered support programs, activities, and services. TWU’s student population is approximately 2/3 undergraduate and 1/3 graduate with 89% female and 11% male students. Undergraduates are almost evenly divided between first-time-in-college and transfer students, with high Pell eligibility and a high percentage of first-generation students. In response to requests from local school districts and in alignment with the Texas Higher Education Coordinating Board’s strategic plan for higher education in Texas, 60x30TX, TWU offers dual enrollment courses to students in the North Texas region.

TWU is an Hispanic-serving institution (HSI), and undergraduate students are highly diverse and include 38% White, 31% Hispanic, 18% African American, 10% Asian/Pacific Islander, and 3% other ethnicities. The University offers a variety of degree and certificate programs via online and hybrid instruction. TWU’s overall demographic student profile [2], and the student profile at each TWU campus location guide decisions on the provision of services. All students, undergraduate and graduate, across all three campus locations and at a distance, have access to programs, activities, and services to support their academic and personal successes. As outlined below, support services include academic support services, student support services, and technology support services for undergraduates, graduates, and distance education students as well as faculty.

Academic Support Services

Academic support services enhance and reinforce students’ formal educational experience to enable them to develop their full abilities in support of the University Mission and the University strategic plan, Learn to Thrive [3].
Pioneer Center for Student Excellence

The Pioneer Center for Student Excellence [4] [5] provides a proactive mix of student support programs, opportunities, and services specifically designed for students to maximize personal development and long-term success. Grounded within current research and based on high-impact educational practices, the Pioneer Center for Student Excellence supports academic achievement, assists in the development of professional skills, and contributes to the holistic student experience. Current programs and services developed, coordinated, and delivered to TWU students on all campus sites include:

- Academic advising coordination including professional development opportunities for academic advisors, technology oversight, and implementation of a “common student experience” across the academic colleges. Additionally, the Pioneer Center for Student Excellence is the home for undecided, exploratory, and academic suspension recovery students [6].
- Internship coordination including identification of internship sites, assisting faculty with internship paperwork, and supporting students before, during, and after an internship experience [7] [8] [9].
- Academic coaching sessions in which a student meets with a peer or near-peer academic coach to discuss academic challenges and successes. These non-remedial sessions assist students with their academic concerns and are appropriate for students at all levels of university study [10].
- Academic enhancement workshops targeting student academic experiences are offered on a regular basis. Examples of workshops include synthesizing information, learning styles, and preparing for the academic job market.
- Thesis and Dissertation Boot Camp, a weeklong, intensive writing workshop with built-in academic support. Provided both in person and virtually, students interact with faculty, tutors, academic coaches, librarians, and statisticians to progress with their projects [11].
- Three-minute Thesis, a research communication competition that challenges graduate students to present a compelling oration on their research topic and its significance in just three minutes with one, static PowerPoint slide [12].
- Book-in-common, a university-wide initiative developed to foster a learning environment focused on the success of students to live, work, and lead in a diverse and complex world. A steering committee comprised of students, faculty, and staff select a book for adoption by the university. Topical programming and initiatives are provided inside and outside the classroom [13].
- Experiential Student Scholars, a program engaging students in inquiries, investigations, or projects that bridge theory with practice and require engaged learning characterized by active collaboration with a faculty or staff mentor, application of discipline-specific theories, real-world problem solving, and simulation of skills external to the classroom [14].
Mathematics and Technology Success Center

The Mathematics and Technology Success Center [15] provides individual and group tutoring for undergraduate and graduate courses involving mathematics and/or technology. Tutoring is provided for TWU students who are enrolled in math and technology courses or enrolled in any courses with math or technology components. Individualized tutoring is available for students at a distance.

Science Learning Resource Center

The Science Learning Resource Center [16] serves students enrolled in science courses with tutoring, self-help, and a variety of free resources including:

- Supplemental handouts and study guides
- Assistance with improving study skills and problem-solving techniques within the sciences
- Assistance with working example problems from the text, and/or class notes
- Access to selected course textbooks
- Assistance with online homework.

Write Site (Writing Center)

The Write Site [17] assists individual students seeking to improve their writing skills with guidance through the writing process, assistance in writing, and a variety of tools and techniques for improving written work including:

- Individualized and group face-to-face writing instruction
- Online writing instruction through the Online Writing Lab (OWL)
- Workshops and seminars related to thesis development, documentation, plagiarism, and other topics
- Supplemental Instruction sessions.

Academic Testing Services

Academic Testing Services [18] provides a secure testing environment for students to take proctored computer-based and paper exams. Current testing includes the College Level Examination Program (CLEP) and the Texas Success Initiative Assessment.

Center for Research Design and Analysis

The Center for Research Design and Analysis (CRDA) [19] is an academically-based, multidisciplinary research support and service center with the aim of elevating the research mission of TWU. The CRDA houses a quantitative and qualitative research consulting lab and grant and evaluation consultants. CRDA staff work with faculty and graduate students by providing consulting expertise in survey design, needs assessment, program evaluation, sampling, research design, qualitative and statistical analysis, and report writing.
Center for Student Research

The Center for Student Research [20] enhances the educational experience of students by providing opportunities for meaningful engagement in faculty-mentored research and creative activity opportunities.

Psychology Resource Center

TWU’s Psychology Resource Center [21] assists undergraduate students of any major who are enrolled in psychology courses. Graduate students provide content-based tutoring for a variety of psychology courses in person as well as virtually via Blackboard Collaborate.

Honor’s Programs

The TWU Honors Scholars Program [22] provides an enhanced educational environment for talented and motivated undergraduate students by helping them become innovative thinkers. Through this highly selective program, honors students participate in course-based instruction with experiential learning and leadership opportunities. This program offers rigorous academic studies coupled with service learning opportunities, study abroad, domestic travel to national honors conferences, and participation in scholarly and cultural events.

The Touchstone Honors Program [23] is an innovative program tailored for high-achieving students, both transfers and current TWU students with no prior college honors background. With an emphasis on professional enhancement and leadership development, the Touchstone Honors Program is designed to enhance the professional development of students.

International Affairs

International Affairs consists of Education Abroad, which supports global education for all TWU students, and International Education, which supports international students attending TWU.

Education Abroad [24] [25] champions global learning by providing opportunities for TWU students to live, learn, and lead abroad. These transformational experiences help TWU students connect what they are learning in their classes to a broader global context. After returning from an Education Abroad experience, students have a more complex understanding of and the ability to integrate the following concepts:

- Global Awareness: knowledge related to how environmental, social, cultural, political, and economic systems impact the world
- Global Perspective: ability to examine links between one’s own life and the diverse lives of others
- Global Engagement: intentionally participating in intercultural interactions and problem solving.

Education Abroad offers undergraduate and graduate students a variety of ways to experience cross-cultural education including independent full-semester abroad programs, short-term TWU
faculty-led courses, and internships. Academic credits earned while abroad are applied toward students’ degree programs. Education Abroad works closely with students to advise students on the selection of their abroad program and coursework. Education Abroad also trains students on culture, health, and safety topics prior to their departure. Opportunities for financial support are available.

International Education [26] celebrates, educates, and serves international students and exchange visitors by helping them reach their highest academic and personal goals. Through support services, mentoring, campus partnerships, educational programs, and social events, International Education aims to:

- Inspire cross-cultural understanding and provide meaningful opportunities for shared learning related to global issues and intercultural competency.
- Provide quality service and resources to assist with cultural adjustment and regulatory compliance.
- Recognize and celebrate the richness of TWU’s diverse community, perspectives, and traditions.

Student Support Services

TWU’s mission achievement is supported by a number of programs designed to provide leadership opportunities for students and to enable them to succeed academically and professionally. To effectively support students’ needs, all three campus locations have student life staff responsible for support programs, activities, and services.

Campus Alliance for Resource Education

The Campus Alliance for Resource Education (CARE) office [27] provides resources and support to multiple sub-populations of students at TWU in an effort to support their progression toward a degree. The populations served by CARE include commuters, online students, veterans, student parents, and those who are adopted or have aged out of foster care (foster care alumni). Services and programs offered by CARE include the monthly Mobile Food Pantry [28] to address food insecurity, the Holiday Gift Program [29] to assist students with young children, and an Apartment Fair for students seeking affordable off-campus housing. Additionally, CARE provides programmatic and individual support to foster care alumni, as well as a lounge/study space for those students through the TWU Frontiers program [30]. Student veterans are supported through a similar lounge/study space intended to foster a sense of belonging and academic success. Recognizing the unique accomplishments of TWU student parents, CARE hosts a Family Graduation Ceremony each spring; the children of the graduates are provided their own regalia to participate in the ceremony and to inspire them to pursue academic achievements of their own.

Career Connections Center

The Career Connections Center [31] assists students by functioning as a liaison between the University and the world of work. The Career Connections Center provides career-planning
activities and programs to educate, develop, and assist students at all campus sites and at a distance to successfully meet the challenges of an ever-changing world of work.

**Center for Student Development**

The Center for Student Development (CSD) [32] facilitates a student’s interpersonal development, promotes leadership, and engages students in cognitive and intellectual growth through programs and services such as leadership development, Student Government Association, Graduate Student Council, civic engagement opportunities, student organizations, special events, Greek Life, and new student orientation. Through CSD programming, students have the opportunity to improve their leadership skills and gain skills in areas such as public speaking, managing budgets, handling conflict, and marketing and outreach.

**Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) [33] [34] provides high quality mental health care to currently enrolled students on the Denton, Dallas, and Houston campus locations. Services support the development of the whole person by fostering student resiliency, emotional well-being, interpersonal effectiveness, and academic success. Individual, couples, and group therapy sessions are available. Immediate assistance is also available on a walk-in basis for students experiencing crisis situations, and an on-call therapist is available after hours. CAPS maintains strict confidentiality to the limits provided by law.

CAPS is not intended to provide long-term or intensive treatment for chronic or severe mental illness. As such, CAPS assesses each client to determine whether the department has adequate resources and expertise to address a student’s particular treatment needs. Students whose needs are beyond the scope of CAPS services are helped to secure an appropriate referral. The recommended frequency and duration of treatment is determined on a case-by-case basis according to each student’s unique presenting concerns. There are no additional costs to students for CAPS therapy services. In partnership with Student Health Services, CAPS contracts with a community-based psychiatrist to provide 4 hours/week of psychiatric services. In addition to clinical services, CAPS offers workshops and training seminars for faculty, residence hall groups, campus organizations, and the campus community [35]. A variety of printed self-help materials including a full listing of mental health resources is available to students [36].

**Disability Services for Students**

Disability Services for Students (DSS) [37] [38], ensures that TWU students on all campus sites with disabilities have equitable access to TWU classes, programs, and events. In addition, DSS supports institutional compliance with the Americans with Disabilities Act. In order to achieve these goals, DSS coordinates and/or provides accommodations for students including:

- Sign language interpreters
- Alternative format textbooks
- Exam accommodations
- Adaptive technology
• Referrals for other services on campus and in the community.

**Diversity, Inclusion, and Outreach**

The Office of Diversity, Inclusion, and Outreach (DIO) \[39\] provides the TWU community with educational programs and workshops, both in-person and online, designed to enhance the appreciation for cultural diversity among university students, faculty, staff, and community. Minority and international students comprise more than 40% of the student population at TWU. DIO serves as a resource to all students, faculty, and staff at TWU and encourages a positive campus climate and community.

**Fitness and Recreation**

Fitness and Recreation \[40\] \[41\] encourages students to focus on holistic fitness, mind, body, and spirit. The programs encourage students to live healthy lifestyles, stay in shape, and gain an appreciation for overall wellness. On the Denton campus, the Fitness and Recreation Center includes a state-of-the-art fitness center, student lounge, outdoor adventure area, climbing wall, three group exercise rooms, and a gymnasium that supports basketball, volleyball, and badminton. Students have access to an indoor swimming pool, tennis courts, an outdoor basketball and sand volleyball court, and two recreation fields. Additionally, TWU Fitness and Recreation offers complimentary fitness assessments and exercise prescriptions, personal training, intramurals, sports clinics, open recreation, outdoor adventure trips, group exercise classes, and massage. At the Dallas and Houston campus locations, TWU Fitness and Recreation operates a fitness center and provides group exercise, massage, and outdoor adventure programming.

**Student Health Services**

Student Health Services (SHS) \[42\] \[43\] offers quality health care and services to promote the health and wellbeing of all TWU students. The daily operations and planning guidelines of SHS align with the American College Health Guidelines and Standards. Upon registration, all students are eligible to use SHS and to participate in the optional TWU-sponsored student health insurance program through Academic Health Plans. Blood-borne pathogen exposure insurance is provided for TWU students enrolled in selected clinical courses.

The Denton campus clinic is operated by experienced full-time medical providers and medical support staff. Affordable care is provided, and health insurance coverage is not required. Services focus on primary and preventative health care, including wellness exams, minor emergency care, sports medicine, immunizations, asthma and allergy services, STI screening and treatment, and mental health. Immunization and TB clinics are periodically held at the Dallas campus location. A medical clinic was offered in Dallas from 2016-2018 with little utilization due, in part, to the availability of services on the Denton campus. In Houston, SHS partners with the University of Texas Health Services to provide periodic immunization services and as a resource for medical care.
SHS provides immunization compliance verification for all students enrolled in healthcare programs with clinical experiences. Tuberculosis screening compliance is provided for all international students required to complete the TB screening process prior to initial class registration. Additionally, the Health Promotion area of SHS offers peer education, outreach education, programs, and resources focused on promoting healthy life choices. Student Health 101, an online health and wellness magazine, covers all aspects of health and wellness and is provided to all TWU students, including distance learners.

**University Housing**

The Department of Housing & Dining provides a variety of housing facilities for students on the Denton campus in order to encourage civility, well-being, and academic success. A comprehensive dining service program is designed to enhance students’ quality of life. Food service at all campus locations encourages the gathering of faculty, staff, and students to continue the campus and community engagement that begins in the classroom.

Living Learning Communities are student learning opportunities outside of the classroom that strengthen intellectual and personal growth for first-year students living in university residence facilities. Academic and special interest-themed communities provide an environment in which students with common academic or personal interests live and learn together.

**Technology Support Services**

TWU offers a number of technology support services that provide the university community with anywhere, anytime access to university resources. The Pioneer Portal is available to all students, faculty, and staff. Students can search and register for classes, verify enrollment, order official transcripts, and find links to other resources such as financial aid, student health, online storage, and scholarships. Colleague Self-Service offers students online course registration, as well as degree planning tools.

In January 2015, TWU implemented G Suite for Education. All students are automatically provided an @twu.edu Gmail account with unlimited storage as well as access to Google’s suite of collaboration applications; faculty and staff are able to select either Gmail or Microsoft Exchange for their @twu.edu email service. Gmail was introduced in response to student feedback. Approximately 1,000 students responded to a 2014 survey about email preferences, and over 60% voted for Gmail. TWU also maintains a Microsoft Campus license, providing students with access to Office 365 Education, including Office Online (Word, PowerPoint, Excel, and OneNote) and OneDrive for online file storage. TWU’s e-Academy site can be accessed by all students, faculty, and staff who may download IBM’s SPSS software for free and receive significant discounts on other software.

TWU provides all students, faculty, and staff with full access to Lynda.com, an e-learning platform with over 13,000 expert-led courses. Over 1,700 TWU users accessed Lynda.com during 2017, 70% of whom were students.
The Office of Technology maintains an online Service Center for technology self-help as well as a Service Desk that is available to university constituents seven days per week via phone, email, chat, or online. All TWU Service Desk agents are Help Desk Institute-certified, and, with permission, can remote into users’ devices to better diagnose and resolve issues on first contact.

Students on the Denton campus also have access to the Student Technology Assistants and Resources (STAR) program, a unique service that employs technically capable students to help troubleshoot peers' personal technology hardware and software issues. Labor is free; students pay only for software and parts, if needed.

Support for Specific Student Groups

Undergraduate Student Support Services

Undergraduate students, including dual enrollment and distance students, are supported by a variety of academic and student support services to meet their needs as described previously. These services are designed to engage students in the learning environment and are created to serve specific purposes within the student lifecycle.

Students taking courses at off-campus instructional sites, including dual enrollment students, have the same access to support as on-campus students. For those students unable to travel to one of the three TWU campus locations, support is provided via online format for services including tutoring, academic support, academic advising, and student life programming. Students may find resources via a comprehensive online resource finder [53]. This tool enables students to search for resources based upon their questions or classification.

Graduate Student Support Services

Graduate students are supported through their course of study with academic and student support services to meet their specific needs. The Graduate Student Council [54] is the advocating and community-building organization for graduate students at TWU. Its purpose is to serve as a voice for all graduate students and to work in support of the core values of the council. Membership in the Federation of North Texas Area Universities [55] provides students with a number of benefits such as:

- Access to the combined resources of three universities, including libraries and laboratories
- Ability to select thesis/dissertation committee members from any of the schools identified with a program
- Cross-registration at member universities
- Opportunity to interact with other graduate students in classes, programs, events, and seminars.

Graduate assistantships [56] are available for interested and qualified students. The Graduate School administers graduate assistantships, graduate teaching assistantships, and graduate
research assistantships designed to enhance the assistant’s scholarship and professional development.

Support for graduate students completing theses and dissertations is provided through the Graduate School [57], the Thesis and Dissertation Boot Camp [11], and the Center for Research Design and Analysis [19].

**Distance Education Student Support Services**

Academic support services are available to students enrolled in distance education courses. Students who are new to online learning are encouraged to complete the online distance education orientation guide for Online Courses [58]. This website provides information on the use of Blackboard and Canvas and the University’s support services as well as a general introduction to learning in a virtual environment.

Content-based tutoring in writing is provided for distance education students via the Online Writing Lab (OWL). Students also have access to Smarthinking [59] service that provides online tutoring. The Office of Teaching and Learning with Technology [60] provides details for online students how they can access academic and student support services. Teaching and Learning with Technology also provides distance education students with an online chat function to ask questions about online learning and gain information on university resources.

Many academic services provided through the Pioneer Center for Student Excellence have an online component enabling distance education students to participate fully. Graduate students participate in a virtual room during thesis and dissertation boot camp [11]. Distance education students also fully participate in academic coaching via one-on-one virtual sessions and during workshops livestreamed over the internet.

Distance education students access their academic advisors via online chat, email, and/or via telephone. All scheduling of academic advising appointments is completed virtually utilizing an online software solution [6].

Additionally, Pioneer Camp Online [61] sponsored by the CARE office provides incoming online students with information they need to start the semester successfully and occurs entirely online. Over the course of five days, online students learn about important resources, meet online peers, learn from current online students, and have their questions and concerns answered in a highly personalized environment. Both synchronous and asynchronous activities are included.

Epsilon Omega Epsilon (EOE) is an honor society for students in higher education pursuing a degree through online education. EOE provides recognition of the academic excellence, dedication, rigor, and perseverance involved in seeking a degree through an online program. All club activities occur online – including the induction ritual and merchandise sales.

TWU encourages all students to foster holistic health and wellness. Several health-related units offer online resources available to distance learners. These include *Student Health 101* [45], an online health and wellness magazine which covers all aspects of health and wellness, offered
monthly via email to all TWU students. Counseling and Psychological Services provides an online Mind Body Wellbeing [62] section with guided meditations, a listing of wellbeing phone apps, and numerous self-help resources. Fitness and Recreation offers the Total Health Challenge, a weekly online physical challenge to encourage mind, body, and spirit fitness. CARE offers Cash Course, an online platform with tools and resources on topics including saving and investing, credit and debt, paying for education, financial calculator, budget sheets, and more.

Distance learners are integrated into the fabric of student life at TWU. To foster their overall development, programs including those related to health and wellness, culture, and career are made available through live-streaming. Examples of such programming include the Cultural Connections Speaker Series and the Cultural Connections Leadership Conference [63]. The Career Connections Center [31] supports distance learners through live and recorded webcasts of seminars. Examples of other major streamed programs are Student Service Fee Hearings, Board of Regents Meetings, and some Athletic events.

Many of the University's distance education programs encourage their students to complete the SmarterMeasure: Are You Ready to Learn Online? assessment during the advising process. This online tool provides students with information on their ability to succeed in distance education courses. The results of the assessment serve as a resource for helping students to make informed course selection and delivery choices.

Distance education students can contact any one of the University’s librarians through technology including Google Hangouts, email, phone, and Skype. Many online courses include an embedded librarian to assist distance education students.

**Faculty Support Services**

Supports for faculty include technical assistance, assistance for improving teaching, and professional development, grant writing, and proposal development assistance. These services enhance faculty’s abilities to support students.

The Center for Faculty Excellence (CFE) [64] [65] provides resources, support, and inspiration for the development and advancement of faculty in all career phases as teachers, scholars, and leaders. New faculty engage in an onboarding orientation [66] and participate in new faculty cohort meetings throughout the academic year. Early to mid-career faculty participate in Association of College and University Educators certification in Effective Teaching Practices while mid- to senior-level faculty have the opportunity to participate in Higher Education Association fellowships. The CFE provides ongoing professional development through workshop series on topics such as metacognition, authentic assessment, and active learning. CFE staff also develop and distribute ongoing professional development newsletters and provide individual consultations for faculty seeking advice on improving their practice.

As discussed above, the Center for Research Design and Analysis (CRDA) [19] is an academically-based, multidisciplinary research support and service center with the aim to elevate the research mission of TWU. The CRDA houses a quantitative and qualitative research
consulting lab and grant and evaluation consultants. CRDA staff work with faculty and graduate students providing consulting expertise in survey design, needs assessment, program evaluation, sampling, research design, qualitative and statistical analysis, and report writing.

Faculty are further supported through professional development events and resources provided by Teaching and Learning with Technology (TLT) [60]. TLT works with all faculty to incorporate technology into courses and provides pedagogical and technical workshops for a variety of technologies and instructional approaches including best practices in effective use of Blackboard and Canvas. Faculty also have the opportunity to participate in a voluntary collegial peer review process for online courses based on Quality Matters (QM) [67] standards and procedures. Instructors who successfully complete the official peer review process earn QM certification for the reviewed course, a nationally recognized achievement.

Travel assistance grants [68] support professional development opportunities with a clear emphasis on pedagogy as well as for faculty presenting at major professional conferences on the Scholarship of Teaching and Learning.

**Evaluation of Services**

Academic and student support services are evaluated on a regular basis to ensure they are meeting the needs of the students. The annual reports for the Write Site [69] and Center for Research Design and Analysis [70] provide examples of the detailed analysis that the support services perform to connect their services to student performance and actions they take when analysis shows the need for adjustment of service. Additional examples of how TWU determines student needs are being met are through administration of nationally-normed surveys such as the Noel-Levitz Student Satisfaction Inventory, National Survey of Student Engagement, and the Multi-institutional Study of Leadership.

**Supporting Documents**

[1] TWU Mission  
[2] TWU Student Profile  
[3] TWU Strategic Plan Learn to Thrive  
[4] Pioneer Center for Student Excellence  
[5] Pioneer Center for Student Excellence Count  
[6] Academic Advising  
[7] Internship Event Flyer Fall 2018  
[8] Internship Event Flyer Spring 2019  
[9] Internship Website  
[10] Academic Coaching Website  
[12] Three-minute Thesis Website  
[14] Experiential Student Scholars Website  
[15] Math & Technology Success Center Website  
[16] Science Learning Resource Center Website  
[17] Write Site Website
[64] Center for Faculty Excellence Website
[65] Center for Faculty Excellence Brochure
[66] New Faculty Starter Guide
[67] Quality Matters Website
[68] Travel Assistance Website
[69] Write Site Annual Report
[70] Center for Research Design and Analysis Annual Report
12.4 Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

X  Compliance  ___  Non-Compliance

Narrative

Texas Woman’s University (TWU) has appropriate and clear procedures for addressing written student complaints and is proactive with respect to student concerns.

Academic Complaints and Appeals

The policy on academic and administrative complaints and appeals [1] was developed by representatives of Academic Affairs and Student Life in order to assure that it accommodated the needs of students with a variety of academic and administrative complaints. The Student Handbook [2] overviews university policy [1] on academic and administrative complaints and appeals and points students to the website [3] which includes the form on which a student submits a written complaint or appeal as well as procedures for filing complaints and appeals. The website procedures section provides students with the sequence of offices which consider varied types of complaints and appeals. Included is the initial office receiving the appeal through the final disposition of the appeal. Both the Undergraduate Catalog [4] and Graduate Catalog [5] provide information to guide students in filing complaints and appeals.

Files detailing dispositions of appeals are kept in each office that makes complaint and appeal decisions. As an example, a chart of complaints and appeals which reached the Dean of the Graduate School in recent years demonstrates the flow of complaints and appeals and the final disposition [6]. A log of complaints and appeals received by the Office of Undergraduate Studies and Academic Partnerships [7] and example appeals that have moved through the appeals process are also presented [8].

Distance Education Complaints

Information on filing complaints about TWU’s distance education is included on the website on academic/administrative complaints and appeals [3]. TWU’s Office of Teaching and Learning with Technology, which facilitates distance education at the University, maintains a website describing distance education complaint contacts [9]. TWU is required to provide both current and prospective students with contact information for filing complaints with its accrediting body, SACSCOC, and the state agency for handling complaints in a student’s resident state. To date, no complaints have been filed against TWU in relation to distance education.
Student Life Complaints

The University has formal written processes for filing complaints relating to the Student Code of Conduct, alcohol and drug policy, hazing, Titles VI and IX, Americans with Disabilities Act, EEO, FERPA, and sexual harassment. These procedures are published in the Student Handbook [10]. In addition, the Office of Civility and Community Standards provides guidance for complaints on its website [11].

The Office of Student Life at each TWU location provides information regarding applicable laws, university rules, and procedures and options for resolution of complaints. It maintains the Student Handbook and serves as a centralized office where students may seek guidance and file certain complaints. The Office of Student Life also guides students on filing complaints outside the jurisdiction of Student Life. The Office of Student Life has an open-door policy which allows students to discuss situations with staff members. In most other cases, either the Associate Vice President for Student Engagement or the Associate Vice President for Student Enrichment, Health, & Support will meet with the student and explain the appropriate steps for each specific situation.

The Student Handbook contains detailed information about the Student Code of Conduct, procedures for handling complaints against students or organizations, lines of appeal, and the composition of review committees at each University location [12]. The Vice President for Student Life, the Associate Vice President for Student Engagement, and the Director of Civility and Community Standards have authority to administer a disciplinary program according to the Student Code of Conduct. The Student Code of Conduct applies to both undergraduate and graduate students. Files detailing Code of Conduct violations are maintained in the Office of Civility and Community Standards; a log of complaints is presented [13].

Discrimination Complaints

The Student Handbook contains a non-discrimination policy statement [14]. This statement is followed by procedures for filing grievances relative to Titles VI, VII, and IX as well as other federal statutes and regulations. The Title IX Coordinator in the Office of Human Resources is the TWU Title IX Officer. The Senior Associate Vice President of Human Resources is the Americans with Disabilities Act Compliance Officer. The Associate Vice President for Student Engagement is the Title VI Officer. These contacts are also listed in the Undergraduate Catalog [15] and the Graduate Catalog [16].

The TWU Department of Public Safety has an established policy [17] prohibiting bias-based profiling in accordance with state and federal law. This policy is strictly enforced, and the department will take immediate and appropriate action to investigate any allegations/complaints of bias-based profiling. The policy applies to all members of the department, both commissioned and non-commissioned.
Parking Complaints

TWU’s Office of Public Safety has written policies and procedures and a system for submitting appeals to parking citations. Students who purchase parking permits are given a booklet explaining their rights and responsibilities and can access these rules and regulations online [18]. Information about filing appeals is contained in the parking rules and regulations and on the Citation Appeals website [19]. A parking appeals committee consisting of faculty and staff hears appeals and makes recommendations on the appeals.

Supporting Documents
[1] URP II.11.e Academic Administrative Complaints & Appeals
[3] Academic/Administrative Complaints and Appeals website
[4] Undergraduate Catalog-Review of Complaints and Appeals Including Grade Appeals
[5] Graduate Catalog-Review of Complaints and Appeals Including Grade Appeals
[6] Log of Complaints and Appeals, Graduate School
[7] Log of Complaints and Appeals, Undergraduate Studies and Academic Partnerships
[8] Example Academic Appeals
[9] Distance Education Complaint Contacts website
[15] Undergraduate Catalog-Nondiscrimination Policy
[16] Graduate Catalog-Nondiscrimination Policy
[17] Bias-based Profiling Q&A website
[18] Parking Rules and Regulations website
[19] Citation Appeals website
Section 13: Financial and Physical Resources

13.6 Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution’s compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

_X_ Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) is in compliance with this standard. TWU participates in the full range of institutional, state, federal, and privately funded aid programs. The goal of the Financial Aid Office is to eliminate financial barriers to students seeking an education at the University and to inform prospective students, parents, and enrolled students of financial aid resources and requirements. Disclosure of the cost of attendance and assistance with budgeting and debt management as well as entrance and exit loan counseling are provided by the Financial Aid Office. Financial assistance can be in the form of scholarships, grants, loans, and part-time employment. The applicant’s financial need, academic achievement, community and school service, and potential achievement may be considered in determining eligibility for different programs.

TWU regularly audits its financial aid programs and is in compliance with its program responsibilities as required by Section 487(c) of the Higher Education Act of 1965, as amended, the Higher Education Opportunity Act of 2008 [1a], Section 668.23 of Title 34 of the Code of Federal Regulations [1b], Chapter 321 of the Texas Government Code [1c], and OMB Uniform Guidance (2 CFR §200) [1d]. The audits include tests to evaluate the effectiveness of the design and operation of internal controls considered relevant to preventing or detecting material noncompliance with laws, regulations, contracts, and grants.

TWU’s financial aid programs comply with audit requirements as defined by state and federal regulations. The Financial Aid Office monitors compliance with Title IV programs through random reviews of financial aid files and electronic processes for determining eligibility, awarding aid, and disbursing aid. The university routinely undergoes audits of awarding processes, eligibility determinations, verification processes, disbursement processes, and cash management processes by state and internal auditors.

The State Auditor’s Office (SAO) is the independent auditor for the Texas state government. It is authorized to perform audits, reviews, and investigations of any entity receiving state funds, including federal A-133 audits of Title IV financial aid programs. As part of the Statewide Single Audit, the Texas State Auditor’s Office conducts detailed financial and federal audits of the University on the schedule required for Title IV program administration.
The mission of the TWU Office of Audit Services is to enhance and protect organization value by providing risk-based and objective assurance, advice, and insight [2] [3]. The Office of Audit Services reports to the TWU Board of Regents and administratively to the Chancellor and President of TWU. Audits are performed in accordance with generally accepted government auditing standards, which include those prescribed by the American Institute of Certified Public Accountants. This is required by OMB Compliance Supplements and for compliance review of state financial aid programs.

Audit reports are compiled annually and copies are submitted to the TWU Board of Regents, the federal Department of Education, the Texas Legislative Audit Committee, and the Texas Higher Education Coordinating Board. The State Auditor's Office may contract with external accounting firms to conduct part of the audit. All recommendations and findings from the State Auditor's Statewide Single Audit Report for the Fiscal Year Ended August 31, 2017 and the State Auditor's Audit Report on Selected State-funded Student Financial Aid Programs at Seven Higher Education Institutions and the Higher Education Coordinating Board, dated November, 2009, have been implemented and/or resolved. These audits and documentation may be viewed here [4] [5] [6] [7] [8] [9] [10] [11] [12] [13].

All recommendations or findings from such audits have been implemented or corrected. TWU has not received any limitations, suspensions, or terminations from the U.S. Department of Education during the previous three years, or in the history of its federal program participation. TWU does not have reimbursements or exceptional statuses in regard to federal or state financial aid programs.

Annually, TWU submits to the federal Department of Education a Fiscal Operations Report and Application to Participate (FISAP) detailing Title IV expenditures for the previous year and requesting Title IV funds for the next unfunded fiscal year [14] [15] [16]. A similar report, entitled the Annual Operating Report [17a] [17b] [18a] [18b] [19a] [19b], is submitted to the federal Health Resources and Services Administration detailing Title VIII expenditures in the Federal Undergraduate Nursing Loan Program and the Federal Graduate Nursing Loan Program.

Approximately 78% of TWU students receive some type of financial aid (i.e., federal aid, state aid, and/or institutional grants and/or scholarships). Specifically, for the 2017-2018 award year, Federal Pell Grant disbursements totaled $19,081,856; and Federal Direct Loan disbursements totaled $76,319,631. The TWU Cohort Default Rate for the previous three years, as calculated by the federal Department of Education, is 5.3% for FY 2013, 5.4% for FY 2014, and 6.6% for FY 2015 [20].

The University meets eligibility standards to participate in Title IV financial aid programs and offers academic programs eligible for such funding. To date, TWU remains eligible because the University maintains its accreditation status as required by 34 CFR Part 600: Institutional Eligibility Under the Higher Education Act of 1965, as Amended. The Financial Aid Office administers all sources of financial aid at TWU and maintains an updated online listing of financial aid sources on its website.
The coordination of financial aid awards university-wide is administered by the Director of Financial Aid. Information from any university office concerning a student’s financial aid eligibility is communicated to the Director of Financial Aid. Institution-wide coordination for financial aid awards is facilitated through various media, including the catalogs, brochures and handouts, institutional websites, electronic communications, and the intranet. For example, the Undergraduate Catalog and Graduate Catalog provide information for students about Title IV and other financial aid programs [21] [22], respectively. Furthermore, the Financial Aid website provides detailed information about application procedures, deadlines, forms, eligibility criteria, academic progress standards, sources of aid, loan counseling and debt management, cost of attendance, consumer information, financial literacy, payment procedures, and information on student rights and responsibilities. Requests for information and application forms are directed to the Financial Aid Office. University-wide deadlines for all applications are published in catalogs, admissions and financial aid brochures, certain financial aid forms, and on the Financial Aid Office website. The Financial Aid Office must authorize all scholarship, grant, loan, and federal or state college work-study payments.

TWU offers the following Title IV programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal College Work-study
- Federal Perkins Loan (program expired September 30, 2017)
- Federal Teacher Education Assistance for College Grant (TEACH Grant)
- Federal Direct Subsidized Stafford Loan
- Federal Direct Unsubsidized Stafford Loan
- Federal Parent Loan for Undergraduate Students (PLUS)
- Federal Graduate PLUS Loan.

Prior to awarding aid, TWU verifies student eligibility by using the standards established by the Title IV programs including cost of attendance, satisfactory academic progress, selective service registration or exemption, eligible academic program, financial need, citizenship or eligible non-citizen status, default or overpayment status, drug conviction, and enrollment status. Satisfactory academic progress standards and eligibility requirements are published on the Financial Aid Office website. The Financial Aid Office monitors academic progress each term by reviewing cumulative grade point averages and course completion rates of financial aid recipients.

The Financial Aid Office Director and senior staff are thoroughly familiar with Title IV regulations, state regulations and institutional policy, and engage in ongoing compliance reviews by randomly selecting financial aid records and analyzing each record for all phases of compliance in accordance with federal, state, and institutional guidelines and regulations. The review includes an analysis and verification of the disbursement process.

All students, regardless of location or mode of delivery, can access financial aid assistance in person, by phone, or by email.
Supporting Documents

[1a] Higher Education Act of 1965 Section 457c
[1b] Code of Federal Regulations Title 34 Section 668.23
[1c] Texas Government Code Chapter 321
[1d] Code of Federal Regulations OMB Uniform Guidance
[2] Office of Audit Services Charter
[3] Office of Audit Services Mission Statement and Core Principles
[16] Annual Fiscal Operations Report and Application to Participate (FISAP), Year End June 30, 2018
[17a] Annual Operating Report, Year End June 30, 2016-Baccalaureate
[17b] Annual Operating Report, Year End June 30, 2016-Graduate
[18a] Annual Operating Report, Year End June 30, 2017-Baccalaureate
[18b] Annual Operating Report, Year End June 30, 2017-Graduate
[19a] Annual Operating Report, Year End June 30, 2018-Baccalaureate
[19b] Annual Operating Report, Year End June 30, 2018-Graduate
[21] Undergraduate Catalog-Financial Aid
[22] Graduate Catalog-Financial Aid
13.7 Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities.

_X_ Compliance ___ Non-Compliance

Narrative

Texas Woman's University (TWU) has adequate physical facilities and resources that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. The Vice President for Finance and Administration (VPFA) has primary responsibility for the university’s physical facilities and resources and is responsible for establishing and communicating policies and procedures that ensure appropriate levels of control over physical resources.

The Facilities Management and Construction (FMC) department is under the purview of the Division of Finance and Administration and the direction of the Associate Vice President (AVP), Facilities Management and Construction. The AVP is responsible for the planning, accountability, management, administration, construction, and operation of TWU’s physical assets. The university's physical plant consists of 63 buildings with approximately 2,947,969 gross square feet of floor space situated on 263.57 acres of land with campus locations in three major cities, Denton, Dallas, and Houston. The responsibility of this department includes the establishment and implementation of programs for the acquisition, distribution, and generation of utilities; and the maintenance and preservation of the facilities, equipment, and grounds.

The FMC department assures the reliable, efficient, and economical delivery of energy products; manages programs for the modification of existing facilities and construction of new facilities; develops and implements energy management and conservation programs; and develops and reviews design and construction standards, criteria, plans, and specifications. Deferred maintenance and capital renewal services, computer-aided design, campus planning, the solicitation of architect/engineering design or consultant services, and physical security also fall within the purview of this department. FMC staff have extensive technical and leadership experience. The department operates in alignment with the statutes of the State of Texas and TWU policies and procedures, and in fulfillment of Learn to Thrive 2022, the university strategic plan [1].

The main campus in Denton sits on 259.23 acres encompassing 2,557,206 gross square feet in 61 buildings of academic and support space [2]. TWU leases three apartment complexes for additional student housing.

Current construction projects include the construction of a new dining hall and a residential village housing complex, a fully renovated and modernized student union, and a new science and technology learning center to strengthen research. Fall 2018 marked completion of a new administration and parking complex. A video reflecting these projects is provided [3].
Facilities Planning

TWU maintains several documents that together create a comprehensive facilities planning program:

- The 20-year master plan updated in July 2018 in collaboration with HKS Architects [4] [5] which integrated information from all three campus locations—Denton, Dallas, and Houston. During the planning process, focus groups and user meetings were held to gather critical information on expansion needs and location of future facilities. The TWU Board of Regents approved the Campus Master Plan in August 2018 [6] and receives updates during its quarterly meetings.
- A recent facilities condition assessment completed in 2017 that provided a full inspection of the TWU’s facilities [7]
- A deferred maintenance process [8], and
- An equipment preventive maintenance program [9] to ensure that the physical resources are adequate for the needs of the university.

As new major capital project needs are identified, they are added the Campus Capital Expenditure Plan (MP1) [10], and integrated with the planning program documents. The Campus Expenditure Plan is certified by the Texas Higher Education Coordinating Board (THECB) annually.

Adequacy of Space

TWU’s campus locations and instructional sites provide sufficient space and equipment that appropriately support its mission. The University’s Education & General facilities are categorized by academic functional area with 42% for teaching, 32% for office, 15% for library, 8% for support, and 3% for research [11]. Of the total square footage institution-wide, 87% is located in Denton, 7% in Houston, and 6% in Dallas. Table 1 presents classroom and laboratory data as of Fall 2018.

Table 1. Classrooms and Laboratories

<table>
<thead>
<tr>
<th>Campus Locations</th>
<th>No. of Classrooms</th>
<th>No. of Class Labs</th>
<th>Special Class Labs</th>
<th>Individual Study labs</th>
<th>Research/Non-Class Lab</th>
<th>No. Classrooms 80+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denton</td>
<td>65</td>
<td>32</td>
<td>32</td>
<td>49</td>
<td>69</td>
<td>6</td>
</tr>
<tr>
<td>Dallas</td>
<td>12</td>
<td>27</td>
<td>27</td>
<td>5</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Houston</td>
<td>14</td>
<td>19</td>
<td>19</td>
<td>7</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
<td><strong>78</strong></td>
<td><strong>78</strong></td>
<td><strong>61</strong></td>
<td><strong>85</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

TWU has adequate library facilities to support the mission of the university. On the Denton campus, the Mary Evelyn Blagg-Huey Library encompasses 92,185 net assignable square feet with exhibition space, computer labs, and study space. It includes the Pioneer Center for Student Excellence which promotes student engagement both in and outside the classroom. The Institute of Health Sciences in Dallas includes a library with 7,397 net assignable square feet including study space. The Institute of Health Sciences in Houston features library facilities with 1,785 net assignable square feet. Faculty and students in Houston may also access the Texas Medical Center Library.
Stakeholder Input on Physical Resources

The University obtains input on the appropriateness of facilities in alignment with its mission in various ways. Student input is gathered using the Noel-Levitz Student Satisfaction Inventory [12], housing satisfaction surveys [13], and Student Senate town hall forums. Faculty and staff input is acquired through the Faculty Senate, Staff Council, and campus open forums [5] and the annual call for academic projects [14].

All renovation and new facility construction projects must be submitted through the appropriate division vice president, and reviewed by facilities management for feasibility and cost requirements, prior to being submitted for approval to the VPFA [15]. The university funds projects from several sources including university-funded or state-funded bonds, Higher Education Fund (HEF) state appropriations allocated to university departments [16], university fund balances, private gifts, and grants. For capital projects, the THECB requires project funding to be either in-hand or pledged. If the project financing involves a private gift or grant funds, these funds are required to be in-hand, or the Board of Regents must commit to an alternative source of funds [17].

Off-campus Instructional Sites

TWU’s main campus is located in Denton with Institutes of Health Sciences in both Dallas and Houston. TWU layouts and maps of the main campus in Denton and the Institutes of Health Sciences in Dallas and Houston are provided [18]. TWU also offers courses at the Collin Higher Education Center (CHEC) in McKinney, a multi-institutional teaching center.

The T. Boone Pickens Institute of Health Sciences – Dallas Center [19] opened in 2011. It encompasses 3.69 leased acres located in the University of Texas—Southwestern Medical District where students majoring in health fields have access to numerous facilities for clinical experiences and internships. The Institute includes a four-level parking garage and an eight-story building with 193,383 gross square feet for programs in Health Systems Management, Nursing, Occupational Therapy, Physical Therapy, and a stroke center. Student support offices include Student Life, Counseling Services, and the Center for Research Design and Analysis.

The Institute of Health Sciences – Houston Center [19] opened in 2006 and is housed on 0.65 acres. It includes 10 stories containing 197,380 gross square feet located in the Texas Medical Center. Degree programs include Health Care Administration, Nursing, Occupational Therapy, Nutrition and Food Science, and Physical Therapy. All have access to facilities appropriate to their fields. Student support offices include the Pioneer Center for Student Excellence, Student Life, Counseling Services, and the Center for Research Design and Analysis.

The CHEC in McKinney opened in January 2010 as a multi-institutional teaching center, and TWU offers courses toward several undergraduate degree programs including Child Development and Nutrition and graduate programs including Healthcare Administration, Educational Leadership, and Special Education. The Collin Higher Education Center Agreement [20] between TWU and Collin College describes in detail the facilities responsibilities of Collin
College including responsibilities “to provide custodial services, technical services, utilities, security, maintenance, printing and copying costs, telephone (including long distance), and internet.” Further responsibilities include operations, maintenance, and provision of classrooms, laboratories, office space, computer laboratories and a student service center. In addition, Collin College is responsible for safety at CHEC [20].

Similar to the facility oversight by Collin College, dual enrollment locations are responsible for facilities in which teaching occurs. Off-site locations in which TWU offers dual enrollment courses abide by Texas Education Agency accreditation requirements which include standards for school facilities and their construction. Texas Administrative Code Chapter 61. School Districts Subchapter CC. Commissioner's Rules Concerning School Facilities, rules 61.1033 and 61.1036 outline standards for school facilities in Texas [21]. TWU faculty overseeing courses requiring special instructions (e.g., science laboratories) visit the high school campus to ensure equivalence to on-campus facilities.

**Space Utilization**

TWU provides adequate physical facilities for instruction and administrative staff. The State of Texas provides an academic space model for determining adequacy of space and formulas for estimated building funds and maintenance. Using data from the THECB Academic Space Projection Model for Fall 2017 [22], Table 2 shows the square footage deficit in four of the five functional areas.

**Table 2. Square Footage Deficit by Academic Functional Area**

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Predicted</th>
<th>Actual</th>
<th>Surplus/(Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>537,952</td>
<td>358,616</td>
<td>(179,336)</td>
</tr>
<tr>
<td>Library</td>
<td>198,157</td>
<td>107,650</td>
<td>(90,507)</td>
</tr>
<tr>
<td>Research</td>
<td>32,581</td>
<td>39,909</td>
<td>7,328</td>
</tr>
<tr>
<td>Office</td>
<td>413,917</td>
<td>284,230</td>
<td>(129,687)</td>
</tr>
<tr>
<td>Support</td>
<td>106,435</td>
<td>85,572</td>
<td>(20,863)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,289,042</strong></td>
<td><strong>875,977</strong></td>
<td><strong>(413,065)</strong></td>
</tr>
</tbody>
</table>

Source: THECB – Academic Space Projection Model – Fall 2017

Currently, TWU has an adjusted deficit of 413,065 square feet. A deficit illustrates the growing needs of the campus and is expected in order to obtain approval for any new buildings.

TWU has several new construction and renovation projects in progress including a new science and technology learning center, a new student union, and a remodeling of the Undergraduate Laboratory Building [23]. Despite the huge benefit these buildings have, or will have, on the programs they support, TWU still maintains a square footage deficit. In response to this demand for more space, the Master Plan includes space and needs projections to guide additional construction and renovation requirements [4] [5].

The Academic Space Projection model examines classroom and laboratory space and assumes that the space can be scheduled for daily use early in the morning until late in the evening. The space usage efficiency (SUE) score considers facility demand, utilization rate, and average
percentage of full use for classroom and laboratories. The THECB publishes the results in its SUE report each fall. According to the SUE measures, a total score of 150 or above out of a possible 200 indicates that a university meets the state’s space usage standard. The standard is measured for both classroom and laboratory spaces, and the benchmark score is expected to be 75 or above for each. TWU makes efficient use of its classroom and laboratory spaces as indicated by our scores—84 for classroom usage efficiency, 100 for laboratory usage efficiency, and 184 for overall usage efficiency [24]. The SUE score is one of TWU’s key performance indicators for its strategic plan [1].

On the Denton campus, residential facilities include traditional dormitories as well as apartments for families. The University owns 1,888 bed spaces and leases another 300 bed spaces, which were filled to 97.4% capacity during the Fall 2016 semester [25]. The main campus in Denton is currently constructing a three-building residential village-style complex that will house 875 students, complete with a multipurpose room, maker space, and lounge/study areas. Residential facilities are not provided at the Dallas or Houston campus locations. TWU also operates the Gertrude Gibson House for hosting meetings, department retreats, receptions, and for overnight lodging by TWU faculty, staff, and university-sponsored guests in Denton.

Dining facilities are available at all three campus locations. The main campus has a variety of dining options for students in the current Student Union, Stark-Guinn Commons, and food-beverage kiosks in two academic buildings. Construction on a new dining hall that will seat 600 students and include indoor and outdoor seating options began in Summer 2018. The Dallas Institute houses a café, and the Houston Institute operates a food-beverage kiosk.

Athletic facilities are provided at the main campus in Denton for NCAA Division II competition in softball, basketball, volleyball, soccer, and gymnastics. In 2018, the main campus completed a new soccer field for NCAA competition [26]. Students, faculty, and staff have access to fitness and recreation centers in Denton, Dallas, and Houston. These facilities provide recreation opportunities including exercise equipment, climbing wall, yoga, dance, basketball, volleyball, and outdoor adventure equipment rentals. Additional Denton campus recreational venues include an indoor pool, walking/running paths, tennis courts, and an intramural field.

Routine Maintenance

The University employs 150 trade personnel and 24 general support personnel to maintain the physical resources of its three campus locations. Six project management professionals in design and construction services, and 6 administrative staff support these teams. TWU utilizes the TMA Systems computerized maintenance management software for in-house work management. All routine maintenance on TWU-owned properties is initiated by the submission of a work request [27]. Work requests are converted into work orders (WOs) when they are accepted and assigned to appropriate staff. Preventive maintenance WOs are set up in the TMA Systems maintenance management system for scheduling and tracking completion [9]. Preventive maintenance supports the continuing operations of building systems and other equipment by reducing equipment failure, extending equipment and infrastructure life expectancy, and reducing utility costs which in turn supports the University’s mission.
FMC maintenance personnel including custodians, landscape services, and management staff inspect buildings while completing daily tasks and submit work orders for items requiring repairs. FMC recently updated processes to allow more flexibility in the request for projects. Campus departments are now able to submit project needs for investigation, scoping, pricing, and execution, provided all the necessary approvals are received.

Deferred Maintenance

TWU calculates the Facilities Condition Index (FCI) as the Deferred Maintenance divided by the Current Replacement Value of the resource (FCI=DM/CRV). The strategy to manage the FCI for TWU includes investments in buildings, preventive maintenance, and periodic reassessment of these factors. The Fall 2017 assessment of the FCI is 3.66%, which is considered to be good status based on industry standards [28, slides 24-26]. The FCI is a key performance indicator in the University’s strategic plan Learn to Thrive 2022 [1] and is reported to the Board of Regents annually.

Risk Management and Insurance

The VPFA has control over TWU’s risk management operations. The Risk Management department is responsible for environmental health and safety (including life safety), emergency management and business continuity, and risk services including insurance and other risk control financing programs. The Executive Director of Risk Management serves as the university risk manager and reports directly to the VPFA.

TWU manages risk through a variety of insurance policies from both private insurers and the Texas State Office of Risk Management. TWU regularly participates in risk management reviews conducted by insurance carriers. TWU maintains extensive insurance coverage including property, auto, general liability, workers’ compensation, medical professional liability, crime, cyber, and directors and officers. Property insurance also includes business interruption coverage that would help reduce the impact of an incident resulting in loss of use of university facilities.

Risk Management conducts inspections of campus facilities to identify, document, and correct potential compliance and risk management issues. The Office of Audit Services also examines relevant issues with the assistance of Risk Management when conducting audits of TWU departments. In addition, the Office of Compliance works with departments across campus to ensure they are aware of applicable legal requirements and have a program to ensure compliance, including self-assessments/inspections. Inspections of TWU facilities are conducted by other state agencies including the State Office of Risk Management and the State Fire Marshal’s Office. Additional risk management services including campus inspections are occasionally provided by TWU’s insurance providers.

Identified issues are tracked to closure in systems maintained by Risk Management, including BioRAFTs software. Each item is categorized according to its relative risk, allowing for prioritization of efforts, and communicated to the responsible parties. Risk Management assists responsible parties in developing appropriate corrective and preventative actions related to identified issues. Small preventative and corrective actions may be carried out by the individual
departments or through internal work orders. Larger corrective actions involving changes to facilities are managed through the FMC project request process.

**Inventory and Disposal**

TWU exercises appropriate control over its physical resources. The University keeps accurate up-to-date records of its physical facilities. A Facilities Inventory Report [29] is updated and certified annually.

TWU follows the purchasing processes published by TWU Procurement Services to ensure compliance with state law and TWU requirements. TWU uses a combination of competitive procurement processes and procurement cards (P-Cards) for cost-effective purchases of services, supplies, and equipment. Unless TWU is purchasing through a cooperative purchasing network, purchases over $40,000 follow a formal bid process using the Texas Procurement and Support Services bid posting site. TWU makes awards to bidders offering the best value to the University.

The Property Conservation Program document [30] details how the university provides appropriate control over university assets. When appropriate, university assets are tagged using a bar code system and are assigned to an asset owner. Accurate and up-to-date records of assets and inventory are kept in an Oracle database. The Property Conservation Program document [30] also establishes guidelines for transferring property, handling of lost or stolen equipment, and disposition of surplus equipment. The University conducts an annual physical inventory which is reconciled to the general ledger. TWU certifies the fixed asset balances, including the general ledger balance of physical inventory, to the Texas Comptroller of Public Accounts annually [31].

**Auditor’s Report**

The Office of Internal Audits reports to the TWU Board of Regents and administratively to the Chancellor and President. The annual internal audit plan is approved by the Finance and Audit Committee of the Board of Regents. The Director of Internal Audits meets with the committee and provides updates to the full Board each quarter. Auditors conduct independent audits of TWU processes and procedures and provide management with information about the adequacy and effectiveness of the organization's system of internal control. The office submits its reports to the university Chancellor and regents for review. TWU’s most recent completed audit of property and surplus [32] revealed that processes and procedures are overall effective, have proper controls, and are in compliance with applicable laws, regulations, policies, and contracts.

**Technology Infrastructure**

TWU maintains a significant technological infrastructure to support the needs of students, faculty, and staff at its three physical locations as well as online. The Office of Technology (OoT) employs an 80-person staff responsible for maintaining the majority of this infrastructure. OoT works closely with embedded technical staff in other divisions who support select components of the technology infrastructure. One of these departments is Teaching and Learning with Technology (TLT) in Academic Affairs, which is responsible for maintaining and
supporting the institution’s learning management system (LMS) and providing instructional
design support for distance and online courses.

OoT publishes a report of its work each year, highlighting important projects and their
connection to the university’s mission and strategic plan. The Office of Technology 2017-18
Annual Report is provided [33].

Network

TWU has a robust network designed to support the current and predicted future needs of the University. OoT received an NSF CC*DNI Networking Infrastructure grant in January 2016, which provided $224,000 in networking equipment and $256,000 in services to increase the capabilities of TWU’s network. The funding from this grant provided upgraded hardware to completely overhaul the building networks in three science and research-focused facilities; brought redundant, 10GB Internet connections to the Denton campus and 10GB connectivity to Dallas to support growing bandwidth needs; and enabled the creation of a research network capable of supporting high speed/high volume data transfers needed for data-intensive academic research.

The University is member of the Lonestar Education and Research Network (LEARN) and receives its primary internet services through LEARN. TWU also joined Internet2 in 2015 to provide TWU with high-speed connectivity to other research institutions around the world. TWU has redundant internet connections at the Denton and Houston campus locations with room for growth. The connection to the Dallas location, while not redundant, is leased dark fiber that has been unbroken for 4 years. The primary interconnects between campus locations and the internet average 1.5% to 15% utilization, with bursts up to 35%. These connections regularly support distance learning as well as administrative video conferencing.

The network at each of TWU’s three physical locations consists primarily of closets serving buildings and floors connected with two 10 Gigabit connections to core layer three switches, which provide both resiliency and room for growth. The network includes 656 switches and 1,259 wireless access points (585 in academic buildings, 674 in housing) across the three campus locations. In Spring 2019, OoT will complete a multi-year refresh of network equipment that serves administrative and classroom needs and ensures a secure, reliable, and effective network into the future.

Physical Teaching & Learning Infrastructure

TWU’s classrooms at the Denton, Dallas, and Houston locations are technology-enabled. Of these classrooms, 49% have been upgraded in the last four years and are fully digital with a common technology package that includes touch panel controls, 16:10 projector and screen, instructor station with Windows 10 PC, HDMI and VGA connections for laptops, and wireless microphone [34]. Thirty-seven percent of classrooms are equipped for wireless projection (Apple TV or Mersive Solstice), and 70% contain document cameras. All classrooms support lecture capture, and eight have embedded cameras for lecture capture, live streaming, and/or videoconferencing.
Students have access to over 1,374 computers in 8 open access computer labs, 17 departmental labs, and 25 kiosks across the Denton, Dallas, and Houston locations as well as department-specific mobile labs and residence hall computer labs. Denton computer labs are open 65 hours per week; the Blagg-Huey Library and Dallas and Houston labs are open up to 130 hours per week for student use. All lab PCs were replaced in Summer 2018 and upgraded to Windows 10.

In addition to access to the Microsoft Office suite and SPSS software in the computer labs, students also have unlimited, black-and-white printing. Students print over 5 million pages, annually; the university uses GoPrint software to reduce printing waste. Based on student feedback from a 2016 survey, two new printing services were introduced on the Denton campus in 2018: fee-based color printing and Bring Your Own Device (BYOD) printing from a personal device (cell phone, tablet, laptop). These services will launch in Dallas and Houston in 2019.

**Virtual Teaching & Learning Infrastructure**

The University maintains a learning management system (LMS) and broad portfolio of software to support on-campus and online teaching and learning. TWU began a phased transition from Blackboard Learn to the Instructure Canvas LMS in 2018. Canvas will become the University’s sole course delivery system by June 2019. Canvas provides faculty and students with a more reliable, modern, engaging, and easy-to-use system that is also mobile-friendly. A course shell is automatically created and students populated for each TWU course each semester via a nightly feed from the university’s student information system, Colleague.

The Office of Teaching and Learning with Technology supports a range of instructional software integrated into Canvas including the following applications available enterprise-wide:

- **Panopto**, a lecture capture system. TWU has had lecture capture since 2014, but converted to Panopto in Fall 2018. This move provided students and faculty with an easier-to-use system and enhanced features, while reducing the overall cost to TWU. The data indicate that, in Fall 2018, 131 faculty created 959 videos using Panopto, an 85% increase over the 71 creators in the previous system; and 2,697 students viewed the videos a total of 36,030 times.

- **Blackboard Collaborate**, an online service to hold live meetings, conferencing, presentations, and trainings via the internet.

- **Respondus LockDown Browser and Respondus Monitor**, which enable online test proctoring.

- **Turnitin**, a software frequently used as a plagiarism detection application.

- **TurningPoint Cloud**, a student response system electronic “clicker” system.

- **Campus Pack**, a set of add-on applications that provide social media tools such as wikis, blogs, journals, and podcasts that can be used in Canvas.

- **Educational publisher resources** including digital works, library markets, training programs, and textbooks. Examples of educational publishers integrated into Canvas include Cengage Learning, Elsevier, McGraw-Hill Education, and Pearson Education.
In addition, the University provides several distance learning-specific resources to help ensure the success of its distance education students, including:

- **SmarterMeasure**, an online application that helps students learn more about skills and traits that have been shown to help them be successful in distance education. For 2017-2018, 900 self-assessments were taken by new distance learners.
- **Smarthinking**, a service that provides online tutoring in Mathematics (basic math through calculus, including bilingual math), Biology, Introduction to Human Anatomy & Physiology, Chemistry, Organic Chemistry, Physics, Economics, Accounting, Introduction to Finance, Statistics, Spanish, Writing, and Microsoft Office programs. It is available to undergraduate and graduate students enrolled in at least one distance education course. For 2017-2018, TWU online learners used 2,600 hours of tutoring services.
- **Guide for Online Courses**, a handbook that sets forth the general administrative policies, procedures, and benefits of being an online student at TWU. The guidebook received 35,819 page views in 2018.

The University uses Lifesize video conferencing for inter-campus classes, faculty meetings, student defenses, speakers/presentations, and other meetings that support university activities. Usage of the video conferencing system has nearly doubled since it was installed in 2013, from 560 total events in 2013 to 1104 events in 2017, reflecting the increasing importance of video and collaboration across campus locations. Classroom usage of video conferencing rose 119%, from 145 classes in 2013 to 317 classes in 2017.

**Online & Remote Services**

TWU offers a number of online services that provide the university community with anywhere, anytime access to university resources. TWU’s Pioneer Portal is available to all students, faculty, and staff and averages 1.5 million logins annually. Students may search and register for classes, verify enrollment, order official transcripts, and find links to other resources such as financial aid, student health, online storage, and scholarships. Colleague Self-Service offers students online course registration as well as degree planning tools.

Pioneer Portal is also available to faculty and staff. Faculty access grading, the Blackboard roster merge tool, and syllabus and vita upload through Portal. Employees access payslip information and TWU budget books, request Oracle and Colleague accounts, view unified communication charges, and manage shared storage settings. The Pioneer Portal design was updated in August 2017, and a redesigned landing page was released in August 2018. Visits to the landing page increased 49% following the redesign.

In January 2015, TWU implemented G Suite for Education. All students are automatically provided an @twu.edu Gmail account with unlimited storage as well as access to Google’s suite of collaboration applications; faculty and staff are able to select either Gmail or Microsoft Exchange for their @twu.edu email service. Gmail was introduced in response to student feedback—approximately 1,000 students responded to a 2014 survey asking about email preferences, and over 60% voted for Gmail. TWU also maintains a Microsoft Campus license,
providing students with access to Office 365 Education, including Office Online (Word, PowerPoint, Excel, and OneNote) and OneDrive for online file storage. In addition, all students, faculty, and staff may download IBM’s SPSS software for free, as well as receive significant discounts on other software through TWU’s e-Academy site [35].

TWU provides all students, faculty, and staff with full access to Lynda.com, an e-learning platform with over 13,000 expert-led courses. Over 1,700 TWU users accessed Lynda.com during 2017, 70% of whom were students [36].

OoT maintains an online Service Center for technology self-help as well as a Service Desk that is available to university constituents seven days per week via phone, email, chat, or online. All TWU Service Desk agents are Help Desk Institute-certified and, with permission, can remote into users’ devices to better diagnose and resolve issues on first contact. In total, the Service Desk resolved nearly 45,000 tickets in fiscal year (FY) 2018; this number has grown over 20% in the last five years (36,747 in FY14 to 44,516 in FY18). Launched in Fall 2016, use of the online Service Center has also grown from 8,485 users and just over 50,000 views in Fall 2016 to 51,579 users and over 200,000 views in Fall 2018, a 508% increase in users and 300% increase in usage.

Supporting Documents
[1] Learn to Thrive 2022
[2] Denton Campus Map
[3] TWU Campus Drone Video
[6] Master Plan BOR presentation August 2018
[7] VFA Executive Summary
[8] Physical Plant Maintenance Process & FY 18 Budget
[9] Preventative Maintenance Schedule Listing
[10] MP1 Capital Expenditures Plan
[12] Student Satisfaction Survey
[14] Annual Call for Academic Projects
[15] FMC Project Information and Request Process
[16] MR&R Budget FY 2019
[17] MP 1 Capital Expenditures Plan
[18] Campus Map 2018-19
[19] Virtual Tour of Campuses
[20] Collin Higher Education Center Agreement
[22] THECB Academic Space Projection Model – Fall 2017
[23] FAC Report Capital Project Updates
[24] THECB Space Use Efficiency – Fall 2017
[25] THECB Housing Beds Fall 2016
[26] New Soccer Facility Rendering
[27] How to Submit a Work Request
[28] FAC Report Capital Projects Updates to BOR
[29] Facilities Inventory Report as of January 22, 2019
[30] TWU Property Conservation Program
[31] CANSS Certification Confirmation
[32] Property & Surplus Audit Report 11-01 from 2011
[34] Standard Room Configuration
[35] TWU E-Academy website
[36] Lynda.com 2015-17 Usage Report
13.8 Institutional Environment

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

X Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) is committed to a sustainable and safe university environment, as indicated in the Invest imperative in the University strategic plan Learn to Thrive 2022 [1]. Campus safety is included as a key performance indicator (KPI) in the strategic plan and is, for that purpose, evaluated utilizing the mean score on the Noel-Levitz Student Satisfaction Inventory campus safety subscale [2]. This score is reported annually to the Board of Regents. Board of Regent Policy A.05.01 also addresses Risk Management for the university [3].

The Vice President for Finance and Administration (VPFA) has primary responsibility for providing a healthy, safe, and secure environment for the campus community. The VPFA reports directly to the Chancellor and President and is a member of the Chancellor’s Cabinet. In a collaborative and proactive manner, the TWU Departments of Risk Management and Public Safety (DPS) are primarily accountable for safety and security at TWU. In addition, certain aspects of campus safety are reviewed by the University Safety Committee, the Biosafety Committee, the Bloodborne Pathogen Committee, the Radiation Safety Committee, the Large Event Review Committee, the Office of Human Resources, and the Office of Student Life.

TWU has qualified staff to perform the duties, functions, and responsibilities required to maintain a safe, secure, and healthy University. Personnel are credentialed and meet or exceed requirements outlined for each respective position. The credentials of key personnel are provided as evidence [4a] [4b] [4c].

Department of Risk Management

Risk Management is responsible for environmental health and safety (including life safety), emergency management and business continuity, and risk services including insurance and other risk control and financing programs. The Executive Director of Risk Management serves as the university risk manager and reports to the VPFA.

Risk Management works to minimize risk exposure to the physical, human, fiscal, and environmental resources at TWU by:

- Identifying risks to which the university may be exposed
- Eliminating unnecessary or unreasonable risk exposures
- Implementing control measures to minimize the frequency, impact, and severity of incidents that are unavoidable
- Responding to incidents that occur
The responsibilities and initiatives of Risk Management are described and summarized below.

**Emergency Operations/Business Continuity**

Risk Management, in cooperation with other TWU departments, has developed and maintains the Comprehensive Emergency Management Plan (CEMP) [5]. The CEMP establishes a university-wide all-hazards approach for managing response to emergency or disasters which threaten the safety and well-being of the university community or disrupt its programs and operations. The plan consists of a base plan as well as incident-specific and functional annexes.

The CEMP integrates best practices and procedures from an enterprise perspective with input from emergency management, public safety, health and safety, public information, facilities and maintenance, student health, risk management, student support, information technology, and teaching and research. The CEMP identifies roles and responsibilities in preparing for emergencies, protecting human life, preserving assets, maintaining services, and mitigating the effects of future incidents.

Risk Management develops and maintains a Continuity of Operations Plan [6] to ensure operations are performed efficiently with minimal disruption, especially during an emergency. The plan provides a framework to prepare for and respond to situations that could disrupt the University’s critical operations. It defines the university’s “Mission Essential Functions” which must continue to ensure the health and safety of the university community as well as the delivery of programs and services critical to the university’s mission.

Risk Management focuses efforts on fostering a culture of personal preparedness within the university community. TWU has established a training and exercise program to test and continuously improve emergency plans and overall preparation. Fire/evacuation and severe weather sheltering drills are conducted regularly at all locations, and a tabletop exercise simulates emergency situation responses for key personnel. Fire drills are conducted by University Housing a minimum of twice each semester and once each summer term in residential buildings. Risk Management conducts fire drills monthly in the Lowry Woods community center to meet child care requirements as the community center houses a childcare center [7].

**Environmental Health & Safety (EH&S)**

TWU’s EH&S programs provide accident prevention and loss control measures that address specific safety hazards and health issues in the workplace. These programs are developed under the authority of URP I.23.c Occupational Environmental and Health Safety [8]. Examples of these programs include, but are not limited to, hazard communication, bloodborne pathogens, confined space entry, hazardous energy control (lockout/tagout), electrical work safety, industrial hygiene/indoor air quality, food safety, asbestos management, and lab safety/chemical hygiene. These programs are reviewed and updated in accordance with regulatory requirements and as changes affecting the programs occur.

Information about higher hazard workspaces (such as laboratories, studios, theaters, shops, and facilities areas) on campus are maintained in a web-based system, BioRAFT [9]. This system includes information about each such workspace including specific hazards present, chemical
inventory, students and employees who work there, EH&S inspection results, and the status of related corrective actions. Safety Data Sheets for hazardous materials on campus are maintained in an online database accessible to any computer with internet access on or off campus [10].

Employees are encouraged to report all safety concerns and any “near-miss” incidents directly to Risk Management for investigation, root-cause analysis, and identification of potential corrective actions [11]. In addition, occupational injuries are investigated by the employee’s supervisor and Risk Management.

Risk Management also manages programs to ensure compliance with U.S. Environmental Protection Agency, Texas Commission on Environmental Quality, and applicable local municipal regulations. Specific programs include, but are not limited to, storm water management, spill prevention and response, air permitting, and regulated waste management including hazardous, radiological, and biomedical wastes [12].

TWU is in the process of implementing an Environmental Management System (EMS) that will systematically evaluate and endeavor to minimize the impact of university operations on the environment. The EMS will follow a “plan-do-check-act” model and will score and prioritize aspects of the university operation to implement environmental improvement efforts. The results of improvement efforts are reported annually to administration.

**Risk Management Training**

Risk Management provides required training to the university community via classroom and online formats. Risk Management is enhancing training with additional interactivity including gamification, which has demonstrated effectiveness, especially for student audiences.

Risk Management maintains a database of required and completed training sessions for every TWU employee, including student employees. A training applicability checklist [12] is used to determine the training required for each employee based on responsibilities of the position.

**Inspections**

Risk Management conducts inspections of campus facilities to identify, document, and correct potential compliance and risk management issues. The Office of Audit Services also examines relevant issues with the assistance of Risk Management when conducting audits of TWU departments [13]. In addition, the Office of Compliance works with departments to ensure compliance with applicable legal requirements [14].

Inspections of TWU facilities are also conducted by other state agencies, including the State Office of Risk Management and the State Fire Marshal’s Office [15a] [15b]. Additional risk management services including campus inspections are occasionally provided by TWU’s insurance providers.

Identified issues are tracked to closure in systems maintained by Risk Management, including BioRAFT [16]. Each item is categorized by relative risk, allowing for prioritization of efforts,
and communicated to the responsible parties. Risk Management assists responsible parties to develop appropriate corrective and preventative actions related to identified issues. Small preventative and corrective actions may be carried out by the individual departments or through internal work orders. Larger corrective actions involving changes to facilities are managed through the FMC project request process.

EH&S has also begun conducting Job Hazard Assessments (JHAs), initially focused on tasks with the highest rates of incidents/injuries. JHAs evaluate potential hazards associated with each aspect of a particular task and identifies appropriate controls, such as personnel protective equipment, that are required for the task to be conducted with an adequate level of safety [17].

**Fire Prevention and Life Safety**

Risk Management is responsible for inspection and testing of all fire safety equipment such as notification and initiation fire alarm devices, smoke control systems, water and inert gas fire suppression systems, fire pumps, emergency generators, fire extinguishers, exit signs, and emergency lights [18].

Risk Management assists FMC Design & Construction personnel with code interpretation and best practices for construction of new buildings and renovation activities. Risk Management, in conjunction with DPS, also offers consultation on special events to ensure the safety of participants.

DPS acts as the 24/7 fire alarm monitoring service for all TWU locations. DPS dispatchers on the Denton campus receive all fire alarm and trouble signals from the fire alarm systems. As with most emergencies, DPS acts as the first responder. When a fire alarm is received, an officer is immediately dispatched to investigate, summoning the local fire department when any sign of fire, smoke, or sprinkler activation is detected. When a trouble signal is received, DPS will immediately respond and contact Risk Management to follow up as necessary.

Risk Management conducts fire safety/evacuation training for all TWU employees and participates in a fire safety awareness program in cooperation with the State Fire Marshal’s Office aimed primarily at students called “Have An Exit Strategy” [19]. This program distributes posters, magnets, buttons, and brochures throughout the university, especially during orientation events and in university housing when new students arrive on campus.

Additional Duty Safety Officer Program

Each TWU department is required to designate one of its employees as the Additional Duty Safety Officer (ADSO) for the department. ADSOs act as the point of contact between the department and Risk Management. Risk Management holds occasional meetings with all ADSOs to provide training, communicate new Risk Management policies, and solicit feedback.

Risk Management provides regular reminders to the ADSOs about employee training outstanding for their department. The ADSOs, in turn, communicate with the individuals in their department. Risk Management also sends training reminders directly to those employees who have not yet completed required training.

Vehicle Safety

FMC maintains a fleet of passenger vehicles that are available to be used by university employees for university business. Only employees who have been authorized by Risk Management are permitted to operate university owned, leased, or rented vehicles. Employees who wish to become an authorized driver are subject to a check of their driving records. If the individual has had two or more moving violations in the last three years, or any other serious violations, he/she will not be authorized. In addition, Risk Management checks the driving record of existing authorized employees annually, and suspends any who do not meet the above criteria.

TWU also maintains a few larger vehicles such as buses that are permitted to be operated only by authorized employees who also have a commercial driver’s license and who are included in the random drug and alcohol testing program managed by Human Resources. URP I.17.b University Vehicle Operations describes these procedures and a number of other applicable safety requirements [22]. URP I.17.f Motorized Cart Operations describes requirements applicable to motorized carts [23].

Insurance Coverage

TWU maintains extensive insurance coverage, including property, auto, general liability, workers compensation, medical professional liability, crime, cyber, directors and officers, etc. TWU’s property insurance also includes business interruption coverage that would help reduce the impact of an incident resulting in loss of use of university facilities.

Department of Public Safety

The TWU Department of Public Safety (DPS) is led by the Executive Director of Public Safety, who reports to the VPFA. Under the authority of the Texas Education Code, all licensed peace officers employed by TWU are granted the powers of peace officers within the counties in which the University owns property (Denton, Dallas, and Harris). DPS guards employed by TWU are authorized with powers of arrest, according to Code of Criminal Procedures Article 14.01. The primary jurisdiction of DPS peace officers and guards is the University property and the public
streets which meet University property. DPS officers have jurisdiction on any property the university owns or controls, even if it is considered off-campus.

The primary mission of DPS is to develop and maintain a safe and secure environment for the university community. DPS strives to meet this goal with professionally trained staff and through cooperation of all students, faculty, and staff. As a result, TWU has one of the lowest rates of reported crime in the nation when compared to universities of similar size. The annual security and fire safety report, which includes crime statistics, may be located on the DPS website as required by the Jeanne Clery Act [24a] [24b]. All members of the department receive continuing training to ensure that high-quality law enforcement, security, and public assistance services are provided to students, faculty, staff, and visitors. The responsibilities and initiatives of the DPS are described below:

First Responders

DPS acts as the first responders for all emergencies on TWU campus locations, including criminal activity, fire, medical, and other emergency situations. DPS personnel generally act as the incident commander for emergencies on campus, summoning outside assistance as necessary. DPS provides 24/7 services to the university community. DPS currently includes 38 positions, allowing for an average of three peace officers and one sergeant to be on duty in Denton, and at least a corporal or guard to be on duty in the Dallas and Houston buildings when those buildings are open.

The department maintains a close working relationship with other state and local police agencies. Thus, incidents which occur off-campus and may affect the university community or require university response are properly addressed. DPS also maintains a Critical Incident Response Team (CIRT) for major criminal incidents.

Reporting Crimes

Incidents can be reported in person at any DPS office, by phone, or through an anonymous form [25] on the DPS website. All emergency calls are routed to the DPS dispatchers located in Denton, including phone calls from normal campus phones and emergency phones located throughout all campus locations, as well as all signals from fire alarm, security and access control systems. DPS has developed a victim’s information pamphlet [26] and offers special assistance for victims of sexual assault [27]. Reports involving sexual harassment, sexual assault, or sexual misconduct are routed to the Director and Coordinator of Title IX.

Crime Prevention

DPS conducts inspections and provides a variety of crime prevention services in order to maintain the safety and security of the TWU campus and community. These efforts include:

- Walking patrol
- Bicycle patrol
- Vehicle patrol
- Personal protection
- Property protection
- Office crime prevention
- Crime prevention inspection
- Exterior lighting inspection
- Emergency phones
- Security cameras.

**Public Assistance and Educational Programs**

DPS provides a wide variety of services to the University community in addition to crime prevention and law enforcement. Such services and programs include assistance unlocking and jump starting vehicles, summoning tow trucks, parking control, lost and found, and numerous educational programs [28] aimed at various segments of the University community.

**Emergency Notification**

DPS uses a variety of methods to alert students, faculty, and staff in case of a significant emergency on campus. In case of an emergency the “Pioneer Alert” system [29] delivers emergency messages from the police to an affected campus location by the following methods:

- Campus computer
- Text message
- Personal e-mail
- Personal telephone.

Individuals may enroll for notifications via text message, personal e-mail, and/or personal telephone via a secure website. Campus computers are equipped with software to automatically display emergency messages without requiring any action by the individual users. The Pioneer Alert system is tested monthly.

**Access Control**

DPS manages the building access control systems on all TWU campus locations in cooperation with the ID Card Services department. Currently, access to all residential buildings is controlled with electronic locks 24/7. Access control systems are being added to additional buildings across TWU campus locations to limit access when the buildings are not fully occupied, to control access to certain sections of buildings, and to remotely lock buildings during emergencies.

**Background Checks**

DPS conducts background checks on all contractors and subcontractors conducting work in occupied buildings on campus. Employees, contractors, and subcontractors are required to obtain a photo ID card from the ID Card Services department prior to working on campus. DPS conducts the background checks as part of this process for contractors and subcontractors.
Crisis Communication

In addition to their regular duties, the Marketing and Communication department (M&C) manages the Crisis Communication Plan and uses it in conjunction with the Crisis Emergency Management Plan and the Emergency Communications and Warning annex. The University Crisis Communications Plan provides guidelines for communicating within the university, and from the university to the media and the public, in the event of an emergency, crisis, or incident where there is a need to provide crucial information immediately to the university community. The goal of crisis communications is to achieve continuity of information flow in a crisis, disaster, or emergency situation by responding quickly, efficiently, effectively, and in a premeditated way to ensure a coordinated response. This Crisis Communications Plan describes the role of the M&C department in coordinating the communication of vital information to members of the TWU community and public. This plan is to be used in a flexible manner with emergency decision-making procedures of the university [30].

University Safety Committee

The TWU University Safety Committee is comprised of volunteers from a cross-section of the university community, including faculty, staff, and students. New volunteers are solicited to serve on the committee through TWU’s Committee Interest Survey process, notice of which is emailed to all faculty and staff annually. An FMC safety committee has also been established under the auspices of the larger committee to address issues specific to FMC employees. Additional information about the committee’s structure and mission, as well as contact information for members, is available on the Safety Committee’s website [31].

Biosafety Committee

The TWU Institutional Biosafety Committee (IBC) is responsible for oversight of all laboratories and research projects that involve recombinant DNA (rDNA) or other biohazardous agents. The IBC has developed an Institutional Biosafety Policy, requirements of which include approval and annual review of any applicable research conducted at TWU and training of affected employees. The activities of the IBC are coordinated by TWU’s Office of Research & Sponsored Programs. The IBC website includes established procedures and required forms [32] [33].

Bloodborne Pathogen Committee

The Bloodborne Pathogen Committee was established to develop, implement, and annually review the TWU Exposure Control Plan. The committee consists of Risk Management and representatives of departments with faculty, staff, or students who might be exposed to bloodborne pathogens.

Radiation Safety Committee/Radiation Safety Officer

TWU has established a Radiation Safety program covering all required procedures for working with radiation-producing equipment or isotopes. The procedures call for establishment of a Radiation Safety Committee (RSC) as well as the position of Radiation Safety Officer. The RSC
is responsible for oversight of radiation safety campus wide, while the Radiation Safety Officer is responsible for the day-to-day tasks including employee training, testing and monitoring, recordkeeping, and license renewals [34].

The RSC is comprised of one member of each department of the University in which radioactive materials or radiation-producing equipment is used. Other members of the committee include the following:

- The Radiation Safety Officer,
- The Executive Director of Public Safety/Chief of Police,
- The Research Compliance Coordinator from the Office of Research & Sponsored Programs,
- The purchasing agent responsible for radiological equipment and isotopes, and
- The Director of Environmental Health & Safety.

The Radiation Safety Officer is a faculty member, but reports to the Director of Environmental Health & Safety in his role as Radiation Safety Officer.

**Academic Safety Culture Committee**

Risk Management works with Academic Affairs to improve the safety culture in higher hazard academic spaces. Risk Management facilitates a committee focused on implementing the recommendations of the Association of Public and Land-grant Universities’ (APLU) *Guide to Implementing a Safety Culture*. This effort is focused on policy and procedure changes that encourage faculty, staff, and students to prioritize safety in all academic endeavors.

**Office of Human Resources**

**Background Checks**

The Office of Human Resources conducts background checks on all new faculty, staff, and rehired employees (with a gap in service) by using one or more of the following:

- Criminal history check
- Education verification
- Employment verification
- License or certification verification
- Reference checking.

In addition, the Office of Human Resources conducts background checks through the Texas Department of Public Safety for all student assistants and temporary (including adjunct faculty), on-call, honorary, and seasonal employees. The Office of Human Resources, in collaboration with Procurement, ensures that contracted temporary agencies conduct satisfactory criminal background checks on all temporary employees placed through temporary agencies. Career Services conducts background checks on all student employment candidates through the Texas Department of Public Safety and a background screening agency for out-of-state candidates.
All background and reference checking is done in compliance with the Fair Credit Reporting Act, EEOC, and ADA. When the results of the background check influence a decision to withdraw an employment offer or terminate employment, the Office of Human Resources informs the candidate. An appeal regarding the withdrawal of an employment offer as a result of a background check may be made within 30 calendar days from the applicant/employee.

**Workers’ Compensation Program**

The TWU Office of Human Resources is primarily responsible for complying with the Texas Workers’ Compensation Act. Upon a first report of injury from an individual, Human Resources serves as a liaison between the employee, supervisor, medical provider, and the Texas Department of Insurance Division of Worker’s Compensation to complete the necessary forms and facilitate the worker’s return to work.

Investigation of the incident is initially conducted by the employee’s supervisor. Risk Management receives copies of all investigation reports for review. Risk Management conducts a follow-up investigation for the majority of incidents. Risk Management and the Office of Human Resources jointly analyze trends in occupational injuries.

**Office of Compliance**

The mission of the Office of Compliance is to support TWU’s commitment to complying with applicable laws and regulations. Many of these laws and regulations are in place to protect students physically, mentally, and emotionally. The executive summary includes the current and proposed projects and tasks to ensure TWU is in compliance with appropriate state and federal laws and regulations [35].

**Supporting Documents**

[1] Learn to Thrive 2022  
[2] Learn to Thrive Annual Report  
[4a] Credentials of Key Personnel Rodriguez  
[4b] Credentials of Key Personnel Townsend  
[4c] Credentials of Key Personnel Moustakas  
[7] Fire Drill Log Example  
[8] URP 1.23.c: Occupational Environmental Health Safety  
[9] Example Screenshots from BioRAFT High-Hazard Space Management System  
[10] Safety Data Sheets (SDS) Online Database  
[11] Risk Management Incident Reporting Website/Form  
[12] Risk Management Training Website/Applicability Checklist  
[13] Office of Audit Services Website  
[14] Office of Compliance Website  
[15a] SORM Inspection Report
[15b] SFMO Inspection Report
[16] Example BioRAFT Inspection Report
[17] Example Job Hazard Assessment (JHA)
[18] Example Fire Alarm, Sprinkler and Fire Pump Inspection Reports
[19] “Have an Exit Strategy” Website
[20] University Housing Fire Safety Website
[21] Risk Management Fire Safety Website
[22] URP I.17.b: University Vehicle Operations
[23] URP I.17.f: Motorized Cart Operations
[24a] TWU DPS Website
[24b] TWU Crime Statistics
[25] DPS Anonymous Crime Reporting Form
[26] Victims Information Pamphlet
[27] Special Assistance for Victims of Sexual Assault
[28] DPS Listing of Educational Programs
[29] Pioneer Alert System
[30] Crisis Communication Plan
[31] Safety Committee Website
[32] IBC Website
[33] Example Institutional Biosafety Committee Minutes
[34] Radiation Safety Website
[35] Office of Compliance Executive Summary
Section 14: Transparency and Institutional Representation

14.1 Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

X Compliance ___ Non-Compliance

Narrative

As a member institution, Texas Woman’s University (TWU) represents its accredited status in accordance with SACSCOC requirements and federal policy. TWU’s accreditation statement and Commission contact information are published on the University’s website [1] as follows:

Texas Woman’s University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Woman’s University.

This statement, which accurately reflects that TWU is accredited to award degrees at baccalaureate, master’s, and doctoral levels, is also printed in the undergraduate [2] and graduate [3] catalogs available on the TWU website. The catalogs are revised annually, and the accreditation status is reviewed and updated if necessary.

The website further clarifies that SACSCOC accreditation is institutional in nature, not accreditation of specific degrees or programs, by adding a statement [1] regarding accredited programs:

In addition to TWU’s accreditation by the Southern Association of Colleges and Schools to offer bachelor’s, master’s, and doctoral degrees, the university offers many programs that have specialized accreditations from state, regional and/or national professional associations and boards.

Texas Woman’s University does not have branch campuses as defined by the SACSCOC.

Supporting Documents
[1] TWU Website: Accreditation
[2] TWU Undergraduate Catalog: Accreditation and Approval
[3] TWU Graduate Catalog: Accreditation and Approval
14.3 Comprehensive Institutional Reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

X Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) offers a variety of degrees and certificates via distance education. The University has two campus sites in Dallas and Houston which are geographically apart from the main campus in Denton. In addition, TWU participates in the Collin Higher Education Center (CHEC), a multi-institutional teaching center in McKinney, TX. The University also offers dual-enrollment courses in high schools in the Denton area in response to requests from local school districts and in alignment with Texas Higher Education Coordinating Board (THECB) rules [1] [2]. These rules specify that only courses in the University’s curriculum inventory may be offered for dual enrollment, and TWU offers only core curriculum (general education) courses for dual enrollment. The TWU Dual Enrollment Student and Parent Handbook [3] outlines the procedures and practices TWU utilizes to protect the quality and integrity of these offerings. Distance education and off-campus instructional sites are discussed below.

Distance Education

Distance education (DE) is fully integrated into TWU’s academic and support programming and operates within TWU’s academic administrative structure of academic component administrators and deans. Faculty in academic components are the faculty for distance education; therefore, the credentials for faculty in distance education programs are the same as for all other faculty at TWU. Courses taught by DE faculty are evaluated by students utilizing the same instrument as for all other courses. Just as for traditional methods of delivery, academic components are responsible for ensuring that DE faculty are familiar with online pedagogies and technologies. The Office of Teaching and Learning with Technology provides various workshops and online courses on these topics throughout the year and employs a group of six instructional designers to assist faculty in online course development.

The academic component is also responsible for ensuring that DE courses meet quality standards mandated by the THECB [4] and SACSCOC. DE and face-to-face courses must include the same measurable student learning outcomes, and DE programs are subject to the same ongoing programmatic reviews as those programs utilizing face-to-face instruction. All courses, regardless of mode of delivery, are approved by the University Curriculum Committee. All degree and certificate programs, regardless of delivery mode, participate in the same Academic Assessment system for assessing student learning outcomes. Finally, all degree programs, regardless of mode of delivery, are subject to the same program review process administered by Undergraduate Studies and Academic Partnerships for undergraduate programs and by the Graduate School for graduate programs. In addition, programs at both levels are also subject to program review guidelines of the Texas Higher Education Coordinating Board.
All students enrolled in classes of all delivery modes and at any instructional site are able to access TWU’s registration, financial aid, and payment systems online, 24 hours per day 7 days per week. The TWU Library has an extensive collection of online materials, including books and electronic databases. Additionally, the library’s reference staff is available for consultation by phone, email, chat, or in person.

Academic and student support services are available to students enrolled in distance education. TWU’s Campus Alliance for Resource Education (CARE) offers support for particular groups of students including commuting students, veterans, students who have aged out of foster care, and distance students. The CARE staff includes an Assistant Director for Commuter and Distance Education Student Services, who assists distance education students in accessing needed support services. Academic and student support services and their availability to distance education students are described in more detail in SACS 12.1 Academic and Student Support Services.

Students who are new to online learning are encouraged to complete the online Guide for Online Courses [5]. This website provides information on the use of TWU’s learning management systems and various support services as well as a general introduction to learning in a virtual environment. Many of the University's distance education programs encourage their students to complete the Are You Ready to Learn Online? assessment during the advising process. This self-assessment assists students in determining their ability to succeed in electronically-delivered courses by providing information on technical abilities, learning preferences, and reading abilities. The results of the assessment serve as a resource to help students to make informed course selection and delivery choices [6].

Information on tutoring services available to distance education students is available in the Guide for Online Courses [5]. The Write Site works with both face-to-face and online students in developing effective writing techniques [7]. Distance education students also have access to Pearson’s Smarthinking service that provides online, 24/7 tutoring in core subject areas [8].

**Off-campus Instructional Sites**

Teaching at all off-campus instructional sites operates within TWU’s academic administrative structure under the oversight of academic component administrators and deans. Credential requirements for faculty teaching in off-campus instructional sites are the same as for all other faculty at TWU. Courses taught by faculty at all off-campus sites are evaluated by students utilizing the same instrument as for all other courses. Academic components are responsible for ensuring that the faculty teaching in these locations are prepared with the appropriate curriculum and pedagogies for the disciplines in which they teach.

The academic component is also responsible for ensuring that programs and courses at off-campus sites include the same measurable student learning outcomes, and programs at off-campus sites are subject to the same ongoing programmatic reviews as those programs offered at the main campus. All courses, regardless of mode of delivery, are approved by the University Curriculum Committee. All degree and certificate programs, regardless of delivery mode, participate in the same Academic Assessment system for assessing student learning outcomes.
Finally, all degree programs, regardless of location of delivery, are subject to the same program review process administered by Undergraduate Studies and Academic Partnerships for undergraduate programs and by the Graduate School for graduate programs. In addition, programs at both levels are also subject to program review guidelines of the Texas Higher Education Coordinating Board.

All students enrolled in classes at any instructional site are able to access TWU’s registration, financial aid, and payment systems online, 24 hours per day 7 days per week. The TWU Library has an extensive collection of online materials, including books and electronic databases, which are available to students at any location. Additionally, the library’s reference staff is available for consultation by phone, email, chat, or in person.

Academic and student support services are available to students at off-campus instructional sites. Academic and student support services and their availability to students at all locations are described in more detail in SACS 12.1 Academic and Student Support Services.

Supporting Documents
[1] Texas Administrative Code Title 19, Chapter 4, Part 1, Subchapter D, Rule 4.84
[4] THECB’s certification form for electronically delivered and off-campus education programs
[6] Are You Ready to Learning Online
[7] TWU Write Site
[8] Smarthinking
14.4 Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC policy “Accrediting Decisions of Other Agencies.”)

X Compliance ___ Non-Compliance

Narrative

Texas Woman’s University (TWU) represents itself accurately to all U.S. Department of Education-recognized accrediting agencies with which it holds accreditation. TWU has three locations, and each identifies itself as Texas Woman’s University [1]. The USDOE listing indicates five TWU locations; however, two of these locations contain the following statement: “No institutional accreditation records found for the given institution.” TWU’s Institute of Health Sciences in Dallas has moved to the current 5500 Southwestern Medical Avenue location, and TWU’s Houston Institute of Health Sciences has moved to its current 6700 Fannin location. As required, TWU notified SACSCOC of these moves. TWU identifies itself as Texas Woman’s University, and its regional accrediting body as SACSCOC, in all reports prepared for other accreditors as shown in example self-studies [2, page 6] [3, page 7] [4, page 12] and websites of other accreditors [5] [6]. As described in SACS 14.1, TWU’s accreditation status is consistently described in the following way:

Texas Woman’s University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Texas Woman’s University. [7]

TWU’s process for reviewing materials submitted to accreditors includes review by the Vice Provost for Institutional Research and Improvement, the Executive Vice Provost (on behalf of the Provost), and either the Vice Provost for Undergraduate Studies and Academic Partnerships or the Dean of the Graduate School, as appropriate to the level of the program offerings [8]. These reviews occur after review by departmental administrators and the respective college dean.

TWU’s SACSCOC Liaison, Dr. Barbara Lerner, would notify accreditors should a change in status occur.

Supporting Document
[1] USDOE Database of Accredited Postsecondary Institutions and Programs
[2] PhD in Counseling Psychology Program Accreditation Self-Study-APA
[3] PhD in School Psychology Program Accreditation Self-Study-APA
[4] BS in Dental Hygiene Program Accreditation Self-Study-CODA
[7] TWU website-Accreditation
[8] TWU website-Accreditations Reports Review Policy
PART V: QEP IMPACT REPORT

Pioneering Pathways: Learn by Doing – Executive Summary

Pioneering Pathways: Learn by Doing focuses on enhancement of student learning through engagement in experiential learning. Developed with broad-based input from faculty, staff, students, and alumni, the QEP at Texas Woman’s University (TWU) provides a systematic plan for implementing and assessing experiential learning throughout the university. TWU’s founders recognized the importance of experiential learning and adopted the University motto, “We learn to do by doing.” The QEP represents a renewed commitment to TWU’s historical focus on the connection between experience and learning.

Experiential learning at TWU bridges theory with practice, and is a dynamic, engaged form of learning characterized by active collaboration; real-world problem solving; hands-on application of classroom theories; in-depth engagement with content; or simulation of skills external to the classroom. QEP-designated courses that include these elements serve as the foundation for QEP implementation. These courses (a) establish a foundation of core courses from which to continuously expand experiential learning opportunities for students, (b) align with the National Society for Experiential Education’s (NSEE) eight principles of good practice, and (c) provide a manageable and sustainable means for assessment of QEP goals and student learning outcomes.

Guided by the TWU mission and strategic plan, the QEP is centered on two student learning outcomes. These include: (SLO 1) effectively connecting classroom theories to real-world experiences through practical application of knowledge; and (SLO 2) accurately assessing knowledge and skills related to personal or professional goals including collaboration, application, and problem-solving.

Student learning outcomes are assessed with both direct and indirect measures. In all QEP-designated courses, faculty perform at least one direct assessment of SLO 1 and report the results in aggregate form at the conclusion of the course. All students in QEP-designated courses complete the QEP Student Self-Assessment of Collaboration, Application, and Problem-Solving Skills (S-CAPS), which functions as an indirect assessment for both SLO 1 and SLO 2. Data for each construct are disaggregated in the analysis to identify areas in need of improvement. The Application section of the S-CAPS assesses student application of course theories to practical experiences. The results, in conjunction with the course-embedded direct assessment, measure student progress toward achievement of SLO 1.

Faculty assess students on the same constructs utilizing the QEP Faculty Assessment of Collaboration, Application, and Problem-Solving Skills (F-CAPS). Data for each construct will be disaggregated in the analysis to identify areas in need of improvement. The faculty assessment serves as a direct measure for both SLO 1 and SLO 2. The Application section of the F-CAPS is a second direct measure of SLO 1.

The QEP will enhance student learning by increasing opportunities for students’ participation in experiential activities within their academic disciplines. Guided by best practices and grounded in experiential learning theory, the QEP will create a culture of experiential learning at TWU and revitalize the University’s dedication to bridge theory with practice and to learn by doing.
Pioneering Pathways: Learn by Doing

The founding motto of Texas Woman’s University (TWU) was "We learn to do by doing," and the QEP was envisioned to renew the institutional commitment to experiential learning. In the 2017-18 academic year, the QEP was fully institutionalized at the University, making experiential learning a key focus in developing students' application of theory, problem-solving, and collaboration skills. Through program implementation and the leadership of those who developed the QEP, experiential learning is now one of four areas of distinction identified in TWU’s strategic plan, Learn to Thrive 2022. TWU’s Learn by Doing received the 2017 Outstanding Experiential Education Program Award from the National Society for Experiential Education (NSEE).

I. Initial Goals and Intended Outcomes

Learn by Doing encompasses all disciplines and all TWU campus locations—Denton, Dallas, and Houston, encourages a high level of student engagement, provides disciplinary-relevant and meaningful learning experiences, and fosters transferrable and marketable skills for students. Overarching goals included: (a) integrating into the curriculum practical experiences that focus on preparing students to live, work, and lead in a diverse and complex world; and (b) cultivating and strengthening institutional, civic, and/or business partnerships that increase opportunities for experiential learning. Student learning outcomes (SLOs) included: (a) effectively connecting classroom theories to real-world experiences through practical application of knowledge; and (b) accurately assessing knowledge and skills related to personal or professional goals including collaboration, application, and problem-solving.

II. Discussion of Changes Made and Rationale

In consideration of the on-site review committee’s recommendations, modifications to the plan were made in Summer 2013. In the original plan, faculty, staff, and student organizations were eligible to develop experiential learning projects. The Reaffirmation Committee recommended narrowing the plan’s initial focus to new experiential learning activities within credit-bearing courses and aligning the budget with the scope of the plan. Therefore, an additional $20,000 was added to the budget, and the central element of the plan shifted from development of QEP-enhanced projects to the development of QEP-designated courses. QEP-designated courses (a) ensured students earned course credit for experiential learning activities, (b) established a foundation of core courses from which to continuously expand experiential learning opportunities for students, (c) aligned with the National Society for Experiential Education’s (NSEE) eight principles of good practice, and (d) provided a manageable and sustainable means for assessment of QEP goals and SLOs. These modifications established a stronger foundation for QEP implementation and assessment and allowed for expansion of initiatives.

After reaffirmation, only minor changes were made. The changes centered on modification of assessment tools and processes and expansion of initiatives. The QEP assessment process, and continuous improvement of that process, established a strong foundation for evaluating and expanding experiential learning across disciplines and experiences.

Program Data and Assessment

The assessment instruments and process were reviewed annually in consultation with TWU’s Vice Provost for Institutional Research & Improvement (IRI). As a result, slight modifications were made to improve data collection and evaluation as described below.

Year 1 (Academic Year 2013-14) – The assessment instrument, Collaboration, Application, and Problem-Solving Skills (CAPS), was piloted and statistically evaluated. As a result, three statements were removed.
to shorten the assessment and reduce completion time on both faculty (F-CAPS) and student (S-CAPS) versions.

**Year 2 (Academic Year 2014-15)** – Faculty reported challenges in timely completion of the F-CAPS instrument because of its hard copy format. Understanding this challenge created an undue burden, the QEP Director collaborated with the Chief Information Officer in the Office of Technology (OoT) and the Vice Provost of IRI to develop an online and mobile-friendly version. This allowed faculty and students to complete the self-assessment on mobile devices, and the instrument was integrated with TWU’s Student Information System. The online assessment was launched in Year 3.

**Year 3 (Academic Year 2015-16)** – Because of the growth in the number of student scholar projects, two CAPS instruments were added. These instruments utilized the same constructs and were denoted as Mentor-CAPS (M-CAPS, completed by the students’ project mentor) and the Project-CAPS (P-CAPS, self-assessment completed by the student).

Also in Year 3, because faculty consistently reported a high level of difficulty in completing the F-CAPS for all students in the course, a random sample of students was assessed rather than all students. The sampling allowed for a manageable yet robust assessment method. Regardless of sampling, all students in a course completed the S-CAPS.

**Year 4 (Academic Year 2016-17)** – In response to faculty and student input and to better manage expansion and assessment volume, the online assessment portal was redesigned to be a more user-friendly interface for assessment tracking and evaluation. The new assessment portal was piloted in Spring 2017 and launched fully in Year 5.

Students and faculty reported difficulty in assigning an appropriate score on the CAPS instrument. Thus, the instrument scale was also modified and shifted from a 5-point scale (Highly Effective; Effective; Somewhat Effective; Need Some Improvement; Need Major Improvement) to a 3-point scale (Effective; Need Some Improvement; Need Major Improvement). The new scale allowed for more accurate evaluation and quantitative scoring of student performance.

**Year 5 (Academic Year 2017-18)** – The QEP was fully institutionalized and located in the Pioneer Center for Student Excellence, a hub of student engagement, support, and success initiatives. Experiential Learning (EL) is staffed with a director and two program coordinators and is under the direct supervision of the Assistant Provost for Student Success Initiatives. The designated courses, now EL-designated courses, as well as the Experiential Fellows and Experiential Student Scholar programs have been retained and are ongoing.

**Expansion of Initiatives**

The alignment and strength of the assessment process allowed for greater expansion of initiatives and provided strategic insight for allocation of resources. The expansion and refinement of QEP initiatives are discussed in subsequent paragraphs.

**Faculty and Staff Development**

To meet the established goals and ensure quality learning experiences in designated courses, faculty development was a priority. Professional development focused primarily on alignment with NSEE’s 8 Principles of Good Practice for all Experiential Learning Activities. Instructors of record completed training on the NSEE principles and were required to demonstrate how the principles were infused throughout the course. To facilitate instructor expertise, TWU planned to annually host the NSEE
Experiential Education Academy (EEA) in which faculty would engage in six, three-hour workshops that culminated in a certification. However, considering the growth of participation in QEP initiatives and faculty input, more development opportunities were needed. Thus, in Year 2, workshops were offered 2-3 times per year, funding was allocated for faculty travel to other workshops throughout the country, and TWU partnered with two other Texas universities to increase training opportunities.

**Experiential Fellows Program**

The goal of the Experiential Fellows program was to create a pool of faculty experts focused in experiential learning. The program grew from 10 members in Academic Year 2014-15 to 70 members currently. In its first year, the Experiential Fellows program was limited to faculty; but, recognizing that experiential learning occurs institution-wide, not just in academics, the program was expanded to include Staff Fellows in Year 3. Currently, 8 of the 70 Fellows are staff members who have also completed NSEE training. Fellows teach at least one designated course each academic year or oversee a non-academic student program grounded in experiential learning.

Through the support of the QEP, 26 of the 70 Fellows have completed the full Experiential Education Academy; and the remaining 44 Fellows have completed three or more NSEE training workshops. Sixteen Fellows presented findings from their work and research at the 2016 NSEE Conference in San Antonio, Texas, seven Fellows have published peer-reviewed manuscripts, and five have presented at regional or national conferences.

**Experiential Student Scholars**

At the end of Year 1, the Student Scholar program was piloted to assess the feasibility of expanding the QEP to include experiential projects. The Experiential Student Scholar program partnered students one-on-one or in small groups with a faculty or staff mentor in completing an experiential project. Both students and faculty were awarded funds to engage in the project. In the last five years, approximately 250 students have participated in this mentorship program. Again aligning TWU’s experiential education development with NSEE principles, Experiential Student Scholars and their mentors engaged in a poster presentation showcase to which the entire university community was invited and a celebration luncheon.

**Project Presentation Fund**

In alignment with the Experiential Student Scholar program, the project presentation fund was developed in Year 3 on the basis of input from student scholars and faculty mentors. Students were performing high-quality work, which was often accepted for conference presentation after peer review. Unfortunately, students rarely had the financial capability to support travel for presentation and attendance at academic conferences. Thus, an additional initiative was added to fund student travel. Approximately 5% of the QEP budget was allocated to support student travel for conference presentation with the faculty mentor. This fund also assisted students who had not engaged in the Experiential Student Scholar program, but had conducted a research project with a faculty mentor. During the three-year period of this initiative, approximately 10% of Experiential Student Scholars have presented the findings of their projects in collaboration with a faculty mentor at a regional, national, or international disciplinary conference.

**III. Impact on Student Learning and/or Environment Supporting Student Learning**

The impact on student learning and the environment supporting student learning were examined annually in alignment with the goals and SLOs of the plan. The plan renewed the institutional commitment to “learn by doing” and assisted in cultivating a community of scholars, both internal and external, dedicated to experiential learning. The evaluation of goals and SLOs follows.
Integration of Quality Practical Experiences

Goal 1 focused on integrating into the curriculum practical experiences that prepared students to live, work, and lead in a diverse and complex world. QEP-designated courses and Experiential Student Scholar projects served as the means for this integration. Table 1 illustrates the number of designated courses and scholar projects annually. As a high-impact educational practice, experiential learning is an ideal pedagogical strategy for engaging at-risk students. Because TWU has a high percentage of first-generation and socio-economically disadvantaged students, it was important to ensure these students participated in experiential opportunities. Table 1 includes the number of at-risk students engaged in experiential activities each year.

Table 1. Goal 1: Integration of Quality Practical Experiences

<table>
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<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
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</thead>
<tbody>
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<td>48</td>
<td>58</td>
<td>52</td>
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<tr>
<td>Number of Experiential Student Scholar Projects</td>
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<td>31</td>
<td>38</td>
<td>62</td>
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</tr>
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<td>4.32</td>
<td>4.34</td>
<td>4.3</td>
<td>4.3</td>
</tr>
<tr>
<td>Number of FTIC and at-risk students in QEP-designated courses</td>
<td>1</td>
<td>58</td>
<td>81</td>
<td>147</td>
<td>208</td>
</tr>
<tr>
<td>Number of at-risk students in QEP-designed courses</td>
<td>35</td>
<td>207</td>
<td>174</td>
<td>217</td>
<td>274</td>
</tr>
</tbody>
</table>

In an effort to measure the quality of experiential learning in the courses, student course evaluations used in all TWU courses were examined for alignment with NSEE’s eight principles. Because the examination indicated two areas needed stronger alignment, two statements were added to the course evaluations for designated courses. Evaluations utilized a 5-point Likert scale. The mean scores on course evaluations are shown in Table 1. The quality of the learning experiences was further evaluated through qualitative analysis of student reflections.

Cultivation and Strengthening of Partnerships

Goal 2 focused on cultivating and strengthening internal, civic, and business partnerships. To provide students with impactful learning experiences, it was prudent to partner internally as well as externally with civic or business partners in both designated courses and scholar projects as noted in Table 2.

Table 2. Goal 2: Cultivation and Strengthening of Partnerships with Experiential Learning Focus

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Co-curricular and Interdisciplinary Projects</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Ratio of QEP-designated courses with civic or business partnerships to total QEP-designated courses*</td>
<td>12/17</td>
<td>29/39</td>
<td>21/48</td>
<td>42/58</td>
<td>26/52</td>
</tr>
<tr>
<td>Ratio of Experiential Scholar projects with civic or business partnerships to total QEP-designated projects*</td>
<td>5/14</td>
<td>13/31</td>
<td>17/38</td>
<td>22/62</td>
<td>22/72</td>
</tr>
</tbody>
</table>

*Experiential Scholar projects were piloted in Year 1 and fully implemented in Year 2.

A strong example of external partnerships was a cross-departmental course on sustainability taught by faculty in Business, History, and Chemistry, which included a real-world consultation with Labinal Systems, a company located in Denton, TWU’s administrative home. Students conducted a sustainability audit of the facility and made recommendations for earth-friendly improvements that saved money and improved employee morale. After receiving the student presentation of findings to executive leadership, Denton employees of Labinal Systems were invited to the company’s international headquarters in France to share the students’ project. As a result of the project, Labinal created internship opportunities for TWU students and requested on-going engagement in similar course projects.
An example of internal partnerships is the on-going collaboration with SENCER, Science Education for New Civic Engagements and Responsibilities, the signature initiative of the National Center for Science & Civic Engagement, for which TWU serves as the home for SENCER Center for Innovation-Southwest. Through this partnership, TWU faculty engage students in civic-focused projects in STEM fields, which incorporate real-world decision making on timely issues relating to science, society, and sustainability.

Program Assessment

In all QEP-designated courses, students completed a Student Self-Assessment of Collaboration, Application, and Problem-Solving Skills (S-CAPS), and faculty evaluated students in these same areas using the Faculty Assessment of Collaboration, Application, and Problem-Solving Skills (F-CAPS). For scholar projects, students completed the Project Self-Assessment of Collaboration, Application, and Problem-Solving Skills (P-CAPS); and faculty evaluated students using the Mentor Assessment of Collaboration, Application, and Problem-Solving Skills (M-CAPS). Student learning outcomes were assessed with both direct and indirect measures as shown in Table 3.

### Table 3. Assessment Measures for QEP-designated Courses and Projects

<table>
<thead>
<tr>
<th>SLOs</th>
<th>Direct Measures</th>
<th>Indirect Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effectively connect classroom theories to real-world experiences through practical application of knowledge.</td>
<td>• F-CAPS/M-CAPS Assessment – Application section only&lt;br&gt;• Faculty-designed assessment specific to the course or the project</td>
<td>• S-CAPS/P-CAPS Assessment – Application section only</td>
</tr>
<tr>
<td>2. Accurately assess knowledge and skills related to personal or professional goals including collaboration, application, problem-solving.</td>
<td>• F-CAPS/M-CAPS Assessment – All sections</td>
<td>• S-CAPS/P-CAPS Assessment – All sections</td>
</tr>
</tbody>
</table>

Instrumentation

To measure the SLOs, the QEP director collaborated with the Vice Provost for IRI to develop a customized instrument that measured students’ collaboration, application, and problem-solving or CAPS. The instrument included six statements for collaboration, five statements for application, and six statements for problem-solving. Scores were averaged to generate overall scores for collaboration, for application, and for problem-solving.

The CAPS instrument allowed consistent and standardized evaluation across all disciplines, experiences, and experiential student projects. In Year 1, the CAPS instrument was piloted and examined for its validity and reliability utilizing Principal Component Analysis (PCA) and Cronbach’s alpha, respectively. The PCA suggested that retaining the three CAPS components was acceptable and provided alignment with the intended interpretability and fit of these constructs. Cronbach’s alpha revealed ideal levels of internal consistency for application (.87) and problem-solving (.84), and an acceptable level for collaboration (.75). The constructs and results of analysis are presented in Table 4.

Student Learning Outcomes

Student learning outcomes were assessed in designated courses and in experiential scholar projects. Results are discussed below.

QEP-designated Courses

Since the pilot year of the program in Academic Year 2013-14, the number of QEP-designated courses has grown from 17 to 52 and has engaged more than 500 students in experiential learning activities annually. Table 1 shows the number of QEP-designated courses for each year of the five-year plan.
### Table 4. CAPS Analysis and Statements

<table>
<thead>
<tr>
<th>Component</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>CAPS Items</th>
<th>(\alpha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS Items</td>
<td>0.80*</td>
<td>0.23</td>
<td>0.69</td>
<td>Work with others toward a common goal</td>
<td>.81</td>
</tr>
<tr>
<td>CAPS Items</td>
<td>0.61*</td>
<td>-0.17</td>
<td>0.50</td>
<td>Engage with a variety of individuals (not enrolled in your class) to complete assignments</td>
<td>.73</td>
</tr>
<tr>
<td>CAPS Items</td>
<td>0.72*</td>
<td>-0.12</td>
<td>0.54</td>
<td>Engage with classmates to complete assignments</td>
<td>.86</td>
</tr>
<tr>
<td>CAPS Items</td>
<td>0.67*</td>
<td>0.34</td>
<td>0.57</td>
<td>Interact with others to solve problems</td>
<td>.77</td>
</tr>
<tr>
<td>CAPS Items</td>
<td>0.64*</td>
<td>0.30</td>
<td>0.59</td>
<td>Brainstorm with others to set goals or problems</td>
<td>.77</td>
</tr>
<tr>
<td>CAPS Items</td>
<td>0.58*</td>
<td>0.20</td>
<td>0.38</td>
<td>Encourage, listen, or accept ideas of others</td>
<td>.80</td>
</tr>
</tbody>
</table>

#### Collaboration – Cronbach Coefficient \(\alpha\)

| 0.70* | 0.38 | -0.09 | 0.64 | S7 Use concepts or theories from class to complete assignments | .79 |
| 0.84* | 0.18 | 0.12 | 0.75 | S8 Use concepts or theories to solve problems or develop potential solutions | .76 |
| 0.80* | 0.06 | 0.19 | 0.68 | S9 Apply concepts or theories from class to real-world situations | .82 |
| 0.79* | 0.11 | 0.28 | 0.72 | S10 Compare and contrast concepts or theories in developing potential solutions to real-world problems | .75 |
| 0.72* | -0.02 | 0.45* | 0.72 | S11 Select the most appropriate strategies for solving specific real-world problems | .76 |

#### Application – Cronbach Coefficient \(\alpha\)

| 0.30 | 0.21 | 0.67* | 0.58 | S12 Brainstorm for potential solutions to problems or challenges | .80 |
| 0.28 | 0.05 | 0.81* | 0.73 | S13 Suggest potential solutions to challenges | .79 |
| -0.40 | 0.32 | 0.47* | 0.48 | S14 Seek and use available resources to formulate potential solutions | .82 |
| 0.18 | 0.21 | 0.76* | 0.66 | S15 Interact and communicate with individuals (other than your classmates) to acquire resources or information to help in developing potential solutions | .77 |
| 0.18 | 0.75* | 0.33 | 0.71 | S16 Interact and communicate with your classmates to acquire resources or information to help in developing potential solutions | .79 |
| 0.55* | 0.39 | 0.33 | 0.56 | S17 Compare and contrast potential solutions and identify the most appropriate for addressing a specific problem | .86 |

#### Problem-solving – Cronbach Coefficient \(\alpha\)

| 0.75 |

### Note: Communalities estimates appear in column labeled \(h^2\)

Values greater than .40 are flagged by an ‘\(*\)’

### Component 1: Application Component 2: Collaboration Component 3: Problem-solving

Assessment data indicate that students gained a greater breadth and depth of knowledge in their respective fields and advanced their skills in collaboration, application of theory, and problem-solving. Utilizing a 1-100 variable scale (with 100 being the maximum score) on both the S-CAPS and F-CAPS, students and faculty assign a number to rate the level of proficiency of student performance and skills. The alignment with the variable scale is outlined in Tables 5 and 6 below. It is important to note that in Year 4, the CAPS scale shifted from a 5-point scale to a 3-point scale as noted in Table 5.

### Table 5. CAPS Variable Score Alignment

<table>
<thead>
<tr>
<th>Highly Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Need Some Improvement</th>
<th>Need Major Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td>80-100</td>
<td>60-80</td>
<td>40-60</td>
<td>20-40</td>
</tr>
<tr>
<td>Value</td>
<td>90</td>
<td>70</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Range*</td>
<td>N/A</td>
<td>80-100</td>
<td>N/A</td>
<td>61-79</td>
</tr>
</tbody>
</table>

*Years 4 and 5 evaluated on a 3-point scale rather than the 5-point scale in Years 1 – 3.

### CAPS Assessment of SLO 1: The Application section of the S-CAPS assessed student application of course theories to practical experiences. The results, in conjunction with the course-embedded direct assessment described below, measured student progress toward achievement of SLO 1. The Application
section of the F-CAPS was a second direct measure of SLO 1. Table 6 notes the Application scores for each year of the plan.

**Table 6. SLO 1: Aggregate Scores for Practical Application of Knowledge**

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-CAPS – Application section only</td>
<td>91.25</td>
<td>78.96</td>
<td>82.27</td>
<td>69.34</td>
<td>81.15</td>
</tr>
<tr>
<td>S-CAPS – Application section only</td>
<td>78.14</td>
<td>78.91</td>
<td>78.62</td>
<td>80.81</td>
<td>82.25</td>
</tr>
</tbody>
</table>

*Years 4 and 5 evaluated on a 3-point scale rather than the 5-point scale in Years 1–3.

**Faculty Direct Assessment of SLO 1:** In all designated courses, faculty designed at least one direct course-embedded assessment of SLO 1 and reported the results in aggregate at the conclusion of the course. Faculty submitted the results utilizing the designated assessment summary provided by the QEP Director. Using the summary, faculty aligned at least one course SLO with QEP SLO 1 and specifically described the assessment method and tool as well as the criteria for success. The number of students assessed, number performing satisfactorily, and the aggregate mean scores on any rubrics or exams utilized were recorded. Faculty described the analysis of data and indicated steps to be implemented for continuous improvement. This was also an opportunity for faculty to request additional resources or training.

Overall, 100% of students enrolled in each course were assessed; and, on average, 90% of students performed at a satisfactory level. Assessments varied widely among designated courses, and all were discipline-specific. They ranged from a physics photo book and analysis of ethical dilemmas to serving as business consultants to civic or business entities and development of instructional interventions for pre-service teachers. In physics, students took photographs that related to the laws of physics and climate change. Faculty provided feedback and selected a photo from each student. These photos were converted to a class photo book which all students analyzed. Approximately 90% of students correctly identified the physical concepts of physics and climate change. The assignment allowed for a deeper practical understanding of course concepts and demonstrated the relevance of science to everyday life. In English, students collected composition notebooks for a community organization by using the principles of visual and digital rhetoric to create marketing materials, a website, donation boxes, and social media posts. Approximately 91% of students performed at or above the satisfactory level on this project. In dental hygiene, students interviewed caregivers of individuals with various dental diseases and developed podcasts detailing potential modifications and considerations for care. The podcast was shared with classmates who critiqued and suggested improvements. Ninety-two percent of students performed at an above-average level.

**CAPS Assessment of SLO 2:** All students in QEP-designated courses completed the S-CAPS, which functioned as an indirect assessment for SLO 2; and the F-CAPS served as a direct measure for SLO 2. Table 7 presents the CAPS scores for each year of the plan.

**Table 7. SLO 2 Assessment of Collaboration, Application, & Problem-solving**

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-CAPS – Collaboration</td>
<td>87.92</td>
<td>79.3</td>
<td>84.91</td>
<td>71.22</td>
<td>70.71</td>
</tr>
<tr>
<td>F-CAPS – Application</td>
<td>91.25</td>
<td>78.96</td>
<td>82.27</td>
<td>69.34</td>
<td>81.15</td>
</tr>
<tr>
<td>F-CAPS – Problem-solving</td>
<td>89.85</td>
<td>79.34</td>
<td>80.26</td>
<td>71.41</td>
<td>75.35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
</tr>
</thead>
<tbody>
<tr>
<td>S-CAPS – Collaboration</td>
<td>77.88</td>
<td>79.55</td>
<td>77.27</td>
<td>82.41</td>
<td>82.96</td>
</tr>
<tr>
<td>S-CAPS – Application</td>
<td>78.14</td>
<td>78.91</td>
<td>78.62</td>
<td>80.81</td>
<td>82.25</td>
</tr>
<tr>
<td>S-CAPS – Problem-solving</td>
<td>78.17</td>
<td>77.9</td>
<td>77.27</td>
<td>78.27</td>
<td>80.54</td>
</tr>
</tbody>
</table>

*Years 4 and 5 evaluated on a 3-point scale rather than the 5-point scale in Years 1–3.
Experiential Scholar Projects

The Experiential Student Scholar program partnered students one-on-one or in small groups with a faculty or staff mentor in completing an experiential project. Both students and faculty were awarded funds to engage in the project. In the last five years, approximately 225 students have participated in this mentorship program which culminates in a poster presentation showcase. A wide variety of disciplines are always represented from kinesiology and nutrition to nursing, dance, theatre arts, and biology.

The mentor completed the M-CAPS, which served as a direct measure for SLO 1 and SLO 2. The P-CAPS, completed by the student scholar, served as an indirect measure for SLO 1 and SLO 2. Tables 8 and 9 present the scores for each year.

Table 8. SLO 1 Assessment of Practical Application of Knowledge – Experiential Scholars

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4*</th>
<th>Y5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-CAPS – Application section only</td>
<td>72</td>
<td>76</td>
<td>72</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>P-CAPS – Application section only</td>
<td>73</td>
<td>72</td>
<td>76</td>
<td>85</td>
<td>87</td>
</tr>
</tbody>
</table>

Table 9. SLO 2 Assessment of Collaboration, Application, & Problem-solving – Experiential Scholars

<table>
<thead>
<tr>
<th>Assessment Measure</th>
<th>Y1</th>
<th>Y2</th>
<th>Y3</th>
<th>Y4*</th>
<th>Y5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>M-CAPS – Collaboration</td>
<td>76</td>
<td>79</td>
<td>73</td>
<td>87</td>
<td>88</td>
</tr>
<tr>
<td>M-CAPS – Application</td>
<td>72</td>
<td>76</td>
<td>72</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>M-CAPS – Problem-solving</td>
<td>86</td>
<td>77</td>
<td>74</td>
<td>86</td>
<td>87</td>
</tr>
<tr>
<td>P-CAPS – Collaboration</td>
<td>74</td>
<td>73</td>
<td>79</td>
<td>81</td>
<td>86</td>
</tr>
<tr>
<td>P-CAPS – Application</td>
<td>73</td>
<td>72</td>
<td>76</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>P-CAPS – Problem-solving</td>
<td>73</td>
<td>74</td>
<td>77</td>
<td>82</td>
<td>86</td>
</tr>
</tbody>
</table>

*Years 4 and 5 evaluated on a 3-point scale rather than the 5-point scale in Years 1 – 3.

The increase in scores for Years 4 and 5 is attributed to the improved scoring scale and one-on-one evaluation of CAPS skills with the mentor. The new instrument scale was utilized and provided a more accurate quantitative scoring for evaluation. Second, mentors began reviewing the skills and sharing their perspectives of student performance prior to instrument submission. Student feedback indicated this was vital for learning and for understanding the relevance of their experience as a pre-professional.

Overall Student Reflections

To supplement the quantitative scores on the CAPS and gain a greater perspective on student engagement and learning, a qualitative analysis of student reflections was conducted. Students in designated courses and Experiential Student Scholars were required to complete pre- and post-reflections. Similar to the CAPS, the pre- and post-reflections were standardized in order to transcend disciplines and allow for examination program-wide. Reflection questions focus on the following areas: (a) personal or professional goals; (b) relationship of goals to the specific experiential project; (c) gains in knowledge or experiences as a result of the project; (d) collaborations with mentor, peers, or other individuals; (e) challenges and plans to overcome them; and (f) application of course concepts. In each of these areas, consistent themes emerged across all experiences and disciplines, as shown in Table 10.

Unanticipated Outcomes

Learn by Doing has resulted in unanticipated collaboration and faculty development. It has strengthened “learn by doing” at TWU, and it has served as a collaborative and innovative model for other institutions within the state. The Director and TWU’s Experiential Fellows collaborated with two other state universities, who have QEPs with a similar focus, to advance experiential learning on those campuses.
TWU’s Director and Experiential Fellows have provided guidance, encouraged those institutions’ involvement with NSEE, and visited campuses. These collaborations have resulted in the spearheading of an informal experiential learning consortium among universities and in an exchange of ideas among faculty which includes celebration showcases for students. The first major event occurred in Summer 2017 on the TWU campus. Faculty from the other two universities visited and engaged in two NSEE Experiential Education Academy (EEA) workshops followed by a second day of faculty sharing ideas and strategies via a roundtable. The morning concluded with a poster showcase and celebration of students’ work. This event has been followed by similar events at each collaborating Texas institution.

A second unanticipated outcome related to the direct assessment forms used to evaluate student learning and serve as a means of reflection for faculty. The forms assisted faculty in outlining plans for continuous improvement in the course. While the form was intended to ensure a robust assessment, it ultimately contributed significantly to faculty professional development. It provided faculty with an opportunity to evaluate their teaching and formalize a plan for improvement while building a sense of comradery and a close-knit community of scholars that was not anticipated.

Table 10. Experiential Learning Reflection Themes

<table>
<thead>
<tr>
<th>Reflection Category</th>
<th>Resulting Theme(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Goals</td>
<td>Desire to be a family role model</td>
</tr>
<tr>
<td>Professional Goals</td>
<td>Identification of specific goal related to the discipline / Desire for educational attainment / Passion to advance career and acquire new skills / Engagement in work that has practical relevance to major</td>
</tr>
<tr>
<td>Challenges</td>
<td>Time management / Implementation of plans / Collaboration, especially with mentors / Applying classroom concepts</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Importance of frequent interactions / Trusting mentor for guidance and assistance / Working as a team</td>
</tr>
<tr>
<td>Knowledge and Skills</td>
<td>Development of flexibility with others / Improved creativity and critical thinking / Confidence to overcome challenges</td>
</tr>
</tbody>
</table>

IV. Lessons Learned as a Result of the QEP Experience

The implementation and institutionalization of Pioneering Pathways: Learn by Doing has enhanced student learning and become part of the fabric of TWU. It is clear that students benefit from experiential learning, and plan implementation has also allowed faculty and staff to “learn by doing” as well. Some of TWU’s most important “lessons learned” follow.

Assessment: The value of meaningful assessment was consistently reinforced throughout implementation and has led to several conclusions.

- **Assessment is more than evaluation of outcomes.** It is fundamental to resource allocation. Meaningful assessment examines learning, and it also helps identify strategies that maximize learning. Assessment provides a map for resource investment and return on resources.

- **Assessment is meaningless if the process is not manageable.** To create informative assessment, faculty and staff must be able to integrate it in a streamlined manner with little increase in workload. Program assessment must add value to the faculty’s overall goals for the course. When the assessment tool/process adds value and is streamlined, faculty will adopt it fully.

Student Learning: Several lessons were noted in regard to student learning.

- **Career counselors can help students understand the benefits of their experiences.** Their involvement assists students in relating experiences to career skills and communicating the connection on a resume and in an interview.
• **One-on-one or small group project mentorship is as valuable as course-based experiential learning.** Assessments indicated equal impact from both course and project experiences.

**Operationalization:** TWU learned many lessons in implementation, particularly in regard to operationalization of the plan. These lessons follow.

• **To build an effective program, it is prudent to start simply before adding layers of complexity.** Using this principle as a guide, the utility of the assessment instrument (CAPS) was ensured and initiatives were gradually added after a pilot period. This approach helped to maintain a manageable and meaningful assessment plan, expand initiatives, and determine how experiential learning should be institutionalized.

• **Selecting a topic that is well aligned with the institutional mission, values, and culture contributes to fast-paced growth and institutional “buy-in.”** Faculty and staff championed “learn by doing” because they understood its impact on student learning and because it fit so well with TWU’s institutional culture.

• **Inter-institutional collaboration strengthens both assessment and operationalization.** Such collaboration leverages resources and capitalizes on the expertise of staff and faculty.

• **Location is valuable when cultivating collaboration and ensuring sustainability of the plan.** The QEP is co-located in the Pioneer Center for Student Excellence, which houses the offices of international affairs, academic advising, internships, academic student support, and scholarships. The interactions among staff led to numerous collaborations and partnerships across Academic Affairs and Student Life. These collaborations allowed more students to engage in experiential learning, and the Pioneer Center for Student Excellence is now the institutionalized home for experiential learning.

• **The best plan ambassadors are faculty; and, when faculty take ownership of an initiative, the students win.** Experiential Fellows became central to the success of the plan. They championed experiential learning, recruited other faculty, led workshops, identified areas in which to strengthen expertise, mentored each other, exchanged ideas, created interdisciplinary experiential projects, and collaborated on research projects focused on experiential learning. They became an authentic community of scholars, and they transformed the learning experience for their students.

• **Listening to key stakeholders is essential in plan implementation.** Faculty input regarding assessment processes and tools led to modifications in the instrumentation as well as the process. It allowed for innovation in delivery and continuous improvement. These improvements ensured manageability for both students and faculty and contributed to robust assessment.

• **Support from executive leadership has a tremendous impact on the growth and sustainability of the plan.** The Academic Affairs leadership team, as well as the Chancellor and President, regularly attended QEP functions and recognized the accomplishments of students and faculty. This support cultivated a sense of appreciation and value for the staff and faculty and encouraged participation in QEP initiatives.

• **Celebrating and recognizing student and faculty achievements is important in the learning process.** QEP Showcases provide a forum for students and faculty to share and present findings from assignments and projects. These events built a sense of community among the faculty, celebrated their efforts, and cultivated a learner-focused climate.

As intended, **Learn by Doing** has renewed TWU’s historical focus on experiential learning. Institutionalization has set a foundation for carrying TWU’s legacy into the future through transformative student learning.