

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

The College of Wooster
Wooster, OH 44691-2363

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FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

David Wendler (Team Chair), Vice President for Academics, Martin Luther College, New Ulm,
MN 56073

Jill Beck, President, Lawrence University, Appleton, WI 54911

John Comerford, Vice President for Institutional Advancement, Westminster College, Fulton,
MO 65251

William Flanagan, Executive Advisor to the President, Beloit College, Beloit, WI 53511

Marci Sortor, Provost and Dean of the College, St. Olaf College, Northfield, MN 550547

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was to conduct a comprehensive evaluation for reaffirmation of accreditation at the baccalaureate degree level.

B. Institutional Context

The College of Wooster was founded in 1866 by Presbyterians who wished to prepare men and women who would "mold society and give shape to all its institutions." Originally named the University of Wooster, the institution in its early history offered both undergraduate and graduate programs. In 1915 the trustees closed the graduate programs to concentrate on offering an undergraduate liberal arts education. In 1948 the institution began its signature experience of independent study in which all seniors conduct research or develop a creative expression of inquiry. Accredited by the North Central Association of Colleges and Schools (NCA) in 1915, the college has been continuously accredited with the Higher Learning Commission of the North Central Association since that date. The College of Wooster is presently an independent undergraduate liberal arts college enrolling approximately 2,000 students.

C. Unique Aspects or Additions to the Visit

None

D. Additional Locations or Branch Campuses Visited (if applicable)

None. The College of Wooster does not have any additional locations or branch campuses.

E. Distance Delivery Reviewed

None. The College of Wooster does not utilize distance delivery.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The College of Wooster conducted a thorough self-study. The self-study team engaged internal and external constituencies to review the college's operations. All aspects of the college were included in the self-study.

B. Integrity of the Self-Study Report

The self-study was thorough, accurate, and analytical. The criteria, core components, and subcomponents were each addressed with appropriate narrative, evidence, and analysis. The campus visit confirmed the content of the self-study report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The institution adequately addressed challenges identified in the 2002 visit which mainly focused on assessment. The Commission accepted the 2007 focused visit team report on assessment. This visit confirmed additional progress in assessment.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The College of Wooster adequately solicited third-party comment by publishing such solicitation in newspapers, in campus bulletins, and on their website.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The College of Wooster complies with federal requirements. See Appendix C.

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met.

Evidence:

- In May 2009 the College of Wooster adopted a mission and core values-based approach to planning. Faculty meetings, open forums with faculty and staff, and discussions with alumni leadership formed the basis for the mission, core values, and vision for the college. Comments were solicited for drafts and the Board of Trustees adopted the college's mission, core values, and vision statements on October 10, 2009.
- The mission statement includes the phrases "a community of independent minds" and "creative and independent thinkers" who become "leaders of character and influence in an interdependent global community." The first-year to senior year curriculum emphasizes research with the culmination of the senior year independent study. Selectivity in the admissions process helps to match students with the academic expectations enumerated in the mission statement. The average composite ACT scores range from 24 for the 25th percentile to 30 for the 75th percentile.
- The college planned and budgeted for moving the learning center, academic advising, experiential learning services, career services, and the registrar from different areas of the campus to one location in the lower level of the library. This area, named APEX (Advising, Planning, and Experiential Learning), is designed to give students a one-stop guidance and advice center. The number of students using these services has doubled since this area was created.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met.

Evidence:

- Admission materials, course registration materials, the college catalogue, and the website publicize the mission-related documents and statements. HERI results indicate that 89% of faculty can articulate Wooster's mission and Higher Education Data Sharing results indicate that 86% of seniors could at least somewhat articulate Wooster's mission. Interviews on campus with faculty and students confirm that the mission's emphasis on independent study and research is the heart of a Wooster education.
- Each department is expected to map its mission statement and development goals onto the "Graduate Qualities" and core values that the college adopted. "Graduate Qualities" are the culmination of A Wooster Education and are supported by general education, study in the major, and independent study. References to mission are used to justify requests for new faculty (e.g. the classical studies department cited the mission's emphasis on global & non-western perspectives). Academic departments and programs seeking funding for capital projects, equipment, or technology are required to explain how the request will advance the college's mission in general or advance a specific strategic objective.
- Wooster's emphasis on independent study in the senior year is demonstrated publicly. All seniors have an independent study work carrel or space that is visible in the library and other buildings. Faculty offices in the renovated Kauke Hall include a small table for mentoring students. Further physical evidence of enabling students to carry out the goal of independent study is seen in the library's Collaborative Research Environment (CORE) area which utilizes innovative technology and collaboration rooms.
- An eclectic group of faculty, staff, and administrators meet once a month to discuss trends in higher education. This Horizon Group serves like a weather vane for the institution. Discussions revolve around higher education trends and how they might impact the college's mission.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human

diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: Core Component is met

Evidence:

- In the last five years the number of international and United States multi-ethnic students has increased from approximately 15% to 22% of the student population. This new percentage compares favorably with the Ohio 5 (five nearby peer institutions) mean and with the Great Lakes College Association median.
- The mission statement includes the goal of preparing “students to become leaders of character and influence in an interdependent global community.” Diversity and inclusivity is a core value of the college. The college defines this core value as valuing “members who bring a diversity of identities and beliefs to our common purpose, and who reflect a diversity of voices as varied as those our students will engage upon graduation.” Recently the college has also developed graduate qualities that it wants to develop in all graduates. One of the graduate qualities is entitled “Global Engagement and Respect for Diversity and Civic and Social Responsibility.”
- The college has a number of programs and processes to address the issues of diversity including the Office of International Student Affairs (to support international and exchange students which include 125 students from 35 countries), the Office of Multi-Ethnic Student Affairs (to support students of color), and Off-Campus Study (about 180 students study abroad or do off-campus domestic study). The college participates in the POSSE program and supports about 10 students in each grade level with a four-year full tuition scholarship.
- All students are required to take courses that address issues of diversity. Wooster Forum events, held in conjunction with the First Year Seminar, also provide perspectives on a global or multi-ethnic theme.
- When planning for faculty searches, chairs of departments submit a plan to the provost for how the department will attract diverse candidates. This plan needs approval before the search begins.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met.

Evidence:

- Mission related documents state Wooster's dedication to serving the public. The mission statement emphasizes the importance of preparing graduates to work in an interdependent global community. A core value of the institution is social and intellectual responsibility and a graduate quality is civic and social responsibility.
- The local community is served by Wooster's art museum, theatre, Lilly projects, ambassadors program, student teachers, recitals, plays, dance performances, speakers, and tuition-free course auditing program. The library is open to the public and the College Nursery School is also open to the community.
- In June 2013 the Board of Trustees will hold a strategic planning retreat. The Board will synthesize four avenues of information: the self-study and the HLC team report, SWOT analyses from internal constituencies (faculty, students, and staff), SWOT analysis from the Board of Trustees and a financial campaign feasibility study. This feedback will inform the planning and budgeting priorities of the college.

Team Determination on Criterion One:

Criterion is met.

Summary Statement on Criterion:

The mission of the College of Wooster is clear and is articulated publicly. Interviews with internal constituencies confirm that Wooster lives its mission to develop students' independent thinking skills. A senior year independent study with intense faculty mentoring is the culmination of a four-year curriculum that emphasizes critical thinking and research. These expectations are for all students including the international and multi-ethnic students who comprise 22% of the student body. To foster the college's mission, the college planned and budgeted for innovations such as APEX and the CORE.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: Core Component is met.

Evidence:

- The institution operates with transparent integrity, as evidenced in the Wooster Ethic, adopted six years ago and similar in ethos to the Honor Codes of peer institutions, although broader in its applications. The Wooster Ethic is signed by all incoming students in a formal ceremony; is familiar to the Board of Trustees; and is referenced by faculty as a guiding principle. This statement of ethics functions as the scaffold for a set of further policies about integrity, honesty and interpersonal relations at the college.
- College policies are collected in the *Handbook of Selected College Policies* and cover the broad areas of admissions and enrollment, employment, anti-discrimination, campus safety, laws and regulations, conflict of interest, etc. The College of Wooster

has many formalized approaches to address the concerns of its constituencies. It has demonstrated responsible action and follow-through on these policies in the college and on the Board.

- The institution's financial statements demonstrate the application and results of sound management. The administration is commendably transparent in its budget planning and resource management strategies. Its financial aid policies are clear and supportive of affordable student access. The college adheres to a Code of Buying Ethics for both employees and auxiliary functions.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: Core Component is met.

Evidence:

- Wooster's three accreditation relationships are displayed on the college's website in a section called "Consumer Information." This section also includes retention and graduation rates and other important information relevant to students, parents and the public.
- Wooster presents itself clearly to the public by managing its website according to the inquiries and interests of different constituencies, such as Current Students, Faculty and Staff, Parents and Families, and Alumni and Friends. Information concerning costs and programs, requirements, and faculty and staff is easy to find, clearly presented, and well organized for the users.
- Information concerning policies and procedures is readily available in different media to all faculty and staff, including print versions distributed by Human Resources.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board's deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: Core Component is met.

Evidence:

- Seven sets of trustee meeting minutes from 2010-2012 all reflect an awareness of institutional priorities such as financial sustainability, salary competitiveness, optimal

enrollment levels, and providing or renovating physical facilities to support all of the functions of the college. Specific actions and resolutions of the Board support Wooster's Strategic Framework.

- Board minutes and trustee in-person comments show a commitment to excellence that bodes well for the institution's future. No Board minutes reveal decision-making that deviates from the mission of the College of Wooster, but rather, reflect an awareness of the mission and its centrality to Board deliberations. Annual budgets are reviewed and passed based on published strategic priorities.
- The Board of Trustees consists of 43 members who bring with them and who themselves represent diverse perspectives, such as alumni, parents of current students, and residents of the local community. As added inclusiveness, both student and faculty committees are welcome to send observers to the meetings of the Board and its committees.
- The Wooster faculty elects six of its members to serve as the Committee on Conference with Trustees, interacting directly with the Board Committee on Faculty Relations to relay faculty concerns in a confidential setting. Members of Student Government and occasionally other students, working in similar fashion with the Student Development Committee of the Board, represent a direct channel of communication between students and the governing board. This ensures that the students' concerns and voices reach trustee ears directly. Both the faculty and the Board express enthusiasm for these direct routes of communication.
- Although the College of Wooster was founded by the Presbyterian Church, it has since separated and become a fully independent institution, as reflected in its Amended Articles of Incorporation. It is on record publicly as non-partisan politically in its stance and activities.
- Board members annually must disclose any conflicts of interest that would affect their deliberations or decision making on behalf of the College. Trustees recuse themselves when a circumstance of conflict arises.
- The charter of the Board's Academic Mission Committee explicitly separates the stewardship of mission (a Board responsibility) from curricular design and the teaching and learning goals of departments and programs (a faculty responsibility). The By-Laws of The College of Wooster delegate the management of the institution to the administration. This delegation excludes periodic rigorous assessment of the college's operations, which is conducted internally but must be reported to the Board.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: Core Component is met.

Evidence:

- The College's commitment to freedom of expression is captured in its published core values, notably the values of "Independence of Thought" and "Social and Intellectual Responsibility." The College of Wooster uses these core values as the basis for the policies, procedures, and standards that guide its academic work and that set its expectations of students.

- The faculty are dedicated to the liberal arts mission that precludes pre-formed opinion, dogma, or unverified sources of data as the basis of knowledge. The faculty teach skepticism of received wisdom in order to develop their students as thinkers.
- The Independent Study (IS) projects completed by all graduating seniors are evidence of the successful modeling by the faculty of techniques of knowledge generation. Students engage in objective research and the pursuit of both truth and excellence as they have seen the faculty do, but on their own chosen topics and themes.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: Core Component is met.

Evidence:

- Wooster has created a “Proposal Checklist for Principal Investigators” for faculty developing grant proposals. This checklist ensures that the administration is given sufficient time to review, coordinate and prioritize projects; keeping them linked, leveraged, and productive.
- Research Ethics as a topic is receiving more institutional attention recently extending to faculty, students, and staff. We applaud the college’s intention to integrate research ethics into student training for IS and other work, particularly in the sciences and social sciences.
- The necessary planning for and practice of scholarly work is modeled for the students through departmental IS handbooks. Topics include students’ potential interactions with the Human Subjects Research Committee (similar to the Institutional Review Boards of other institutions).
- The libraries faculty is key to offering guidance to students in the ethical use of information resources-- through their online site “LibGuides,” their First-Year seminar classes, their discipline-specific sessions for students researching different areas, and their availability for advising.
- “Copyright Infringement” policies and guidelines are discussed and distributed to students so they know how to cite different media sources that they may access for academic purposes and so they know what is appropriate and legal regarding media-sharing activities for social purposes. Wooster has no unusual history of violations in these areas.
- The Wooster “Code of Academic Integrity” is clear in mandating “an academic atmosphere conducive to academic integrity” that applies to every class and learning environment and to each faculty member.
- Faculty and staff handbooks explain the standards and limits that must be upheld in

the work of the college, and they define responsibilities and penalties so that these standards can be enforced. The provost, president and other senior administrative staff express knowledge of and a commitment to the standards outlined in the handbooks. There is a history of appropriate oversight by the administration. There is evidence of reliance on the handbooks by committees to help them conduct the business of the college in a consistent and honest fashion.

Team Determination on Criterion Two: Criterion is met.

Summary Statement on Criterion:

The College of Wooster has a significant number of policies and procedures that define ethical and principled work. They adhere to and enforce these policies. The members of the faculty and staff mentor and demonstrate ethical work and relationships for the students. Students develop as independent thinkers in an environment of increasing responsibility during their college careers. The Board of Trustees delegates management of the college and the development of curricula, but it engages in appropriate and informed governance of the institution overall. The actions and conduct of the College of Wooster are therefore found to be highly ethical, thoughtful and value-driven.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support. The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination: Core Component is met

Evidence:

- Wooster is a traditional, undergraduate, residential liberal arts college with a curriculum which leads to the Bachelor of Arts, the Bachelor of Music, or the Bachelor of Music Education degree. Since 1948 the College of Wooster's signature academic program is the Independent Study (IS) requirement which must be fulfilled to receive a degree from Wooster. Students begin the intensive advising and developmental process necessary to successfully complete the IS capstone requirement prior to their actual matriculation during the newly established ARCH summer advising program. This is followed by an array of student support services such as a developmental advising system, writing, math and tutoring centers, services

for the mentally and physically disabled, career services, student life professionals and a recently renovated library which promotes collaborative research and creativity. Students find help and support in the newly centralized APEX located in the lower level of the library.

- A Wooster education emphasizes breadth and depth through its general education requirements, coursework in the major, and research activities which culminate in the Independent Studies capstone experience. The College Catalog describes the Wooster experience as follows: “The College has emphasized its expectation that all students will complete academic coursework in a number of areas: First Year Seminar, writing, global and cultural perspectives, religious perspectives, quantitative reasoning, learning across the disciplines, learning in the major, and Independent Study.”
- Beginning with the ARCH summer advising program, students are exposed to the mission of the college and the graduate qualities all students are expected to achieve by the time they graduate. These graduate qualities are included on course syllabi, emphasized in advising relationships and serve as the core for student learning and assessment.
- Wooster’s undergraduate program is developmental in nature. Courses and experiences both in and out of the classroom are designed to build the skills and knowledge necessary for students to complete the required capstone Independent Study. Reports from faculty, alumni and students suggest that students do, in fact, achieve these learning outcomes.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Team Determination: Core Component is met

Evidence:

- General education outcomes include critical thinking, writing effectively, understanding global and cultural perspectives, respecting religious perspectives, and quantitative reasoning. All students take required courses in each of these areas beginning with a First-Year Seminar in Critical Inquiry. While the philosophical framework for general education is based on the Association of American Colleges and Universities Essential Learning Outcomes, Wooster emphasizes the integration of those outcomes throughout the curriculum, not only in general education. Assessment plans and results indicate that general education outcomes are integrated into the majors and into the Junior Independent Study and into the intensive Senior Independent Study.
- The Wooster approach to curriculum is holistic. For that reason they have termed a student's enrollment as "A Wooster Education." While general education is assessed and results are used to make changes, Wooster is interested in a graduate's total learning experience. For this reason in 2011 they defined "Graduate Qualities" as the qualities expected of all graduates. These qualities are supported by the general education outcomes, by the knowledge and skills gained in the major, and by the rigorous Independent Study requirements. In the 2012-2013 academic year specific assessment plans were developed for the graduate qualities with implementation to follow in 2013-2014.
- Assessment plans and results are evident for general education and for the majors. Much work has been done since the 2002 comprehensive visit. This same pattern of using direct and indirect assessment methods is planned for the assessment of the "Graduate Qualities."
- Students, faculty, staff, alumni, and parents indicate that the heart and soul of Wooster's educational experience is the mentored undergraduate research experience. This understanding of the Wooster experience was verified by formal and informal conversations with campus constituencies including custodians, food service workers, ground crews, students and the president. In the IS students are expected to demonstrate the integration of general education learning outcomes with discipline specific learning outcomes.
- Each year the College prints the "Faculty Focus" which details the extensive list of books, articles, peer reviewed publications, exhibits and performances, awards, grants and accomplishments of faculty and emeriti faculty. According to the most recent publication for 2012, 20 books, nine poems, 32 book reviews, and 305 peer-reviewed articles, abstracts or book chapters were published. Faculty received 65 external grants and published 27 articles with students.
- Global engagement and respect for diversity is listed as a graduate quality all students are expected to develop by the time they graduate. Institutionally this goal is listed as a strategic priority and resources were allocated for the Center for Diversity and Global Engagement, a living and learning initiative which seeks to "organize and advance efforts to be a community of learners diverse in our composition and viewpoints, and engaged with one another in ways that are respectful, searching, and collaborative." The success of this initiative is currently being assessed to determine whether or not it's achieving its goals.

Core Component 3C: The institution has the faculty and staff needed for effective, high-

quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: Core Component is met

Evidence:

- The defining characteristic of a Wooster education is “undergraduate mentored research.” This type of education requires intensive faculty engagement with students on a one-to-one basis in preparation for their students’ “Independent Study” projects in their senior year. To ensure faculty have the commitment to research and effectively mentor students in their research Wooster offers faculty a very generous leave policy where faculty can receive a half-year leave after five semesters and a full-year leave with pay after 10 semesters. This leave policy demonstrates in a very significant way Wooster’s commitment to scholarship, research and student mentoring. Approximately 20-25 faculty are granted a sabbatical each year.
- Despite faculty development efforts to prepare faculty for intensive IS mentoring, student interviews reveal there is some unevenness in their experience with advising and mentors. With 10% of the faculty on sabbatical some students do not get the mentor they want or may get a temporary first-year faculty member as their mentor. Students indicate mentors are available to advise them.
- Interviews reveal that faculty and staff are student centered, holding a deep pride for student success in the senior independent study project. The student life staff has a systematic support system for students which is credited with decreasing the chances that students fall “between the cracks.” Faculty and staff cite the recent collaboration of academic and student affairs staff in creating the ARCH summer advising program to serve as a gateway for students to develop the skills necessary to be successful at Wooster. The ARCH program makes it possible for First Year Seminar faculty and students to begin the developmental sequencing of course work and academic skill development necessary to complete their senior year independent study.
- Library personnel are appropriately credentialed for their work. Students and faculty express satisfaction with resource availability and with library support services

necessary for IS work. The faculty to student ratio is 1:11.5. Ninety-three percent of the faculty members hold terminal degrees in their fields. Of the one-year visiting faculty, 77% hold terminal degrees.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: Core Component is met

Evidence:

- Resources for several recent projects were allocated to support the student learning experience. The large entry space in the library was converted into an area called the CoRE (Collaborative Research Environment). Designed by the architects responsible for Apple's retail stores, this space provides technologically-enhanced open spaces for students to work, create, learn and collaborate with other students. The college also combined key support services including the registrar, academic advising, learning center, career services, and the experiential learning and entrepreneurship center in the library. The APEX as it is known has increased student usage of these services by almost 100% and provides a central campus location for student support that is visible and easily accessible.
- While the above mentioned improvements in support of a more positive learning environment were accomplished in the past year as a result of significant faculty, staff and student input and planning, several areas of concern about the quality of student life facilities were listed as concerns. Deferred maintenance of the residence halls, especially the Annex and houses and the overall quality of the food program were mentioned as needing attention. Although everyone consulted expressed how well the housekeepers and maintenance crew keep the residence halls clean and maintained and mentioned how much they appreciate the staff in food service, there is a growing concern that the college may need to address these issues sooner rather than later as part of its strategic planning process. Students suggested that both issues may be contributing factors in student persistence.
- The faculty research and development committee allocated over \$160,000 for faculty

research and development including \$60,000 for faculty development, \$40,000 for faculty interests that contribute to the College's strategic initiatives and \$40,000 from the Luce Fund to fund distinguished scholarship initiatives. In each session with faculty there was a unanimity of opinion that Wooster faculty are well supported with funding and leaves which make it possible for them to explore their scholarship and research interests so long as their students benefit through their teaching and mentoring.

- To address the core mission and graduate quality on Global Engagement and respect for Diversity, the college assigned residence hall space and staffing for the Center for Global Engagement and Diversity where both programs and support are offered to students and the campus community in this living and learning environment. True to the philosophy of data driven decision-making, the program will be assessed in the 2013-14 academic year.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: Core Component is met

Evidence:

- Wooster offers a wide array of curricular and co-curricular opportunities for students including a very competitive D-III athletics program (25% of student body), widely engaged intramurals program (50% student participation), active and engaged student government and student participation in the college's shared governance system. A local Greek system, which has no nationally affiliated Greek organizations, provides a social outlet for approximately 15% of the student body.
- One of the more impressive new strategic initiatives to improve the quality of campus life is the construction of the Scot Center which houses athletic and recreational facilities. The facility is designed to promote health, wellness and recreational space for the entire Wooster community. This facility, athletic fields, golf course and impressive open space and grounds create and support an environment conducive to positive learning and activity.
- Several years ago Wooster adopted the *Wooster Ethic* which provides an outline for how students, faculty and staff should uphold the highest academic integrity and trust in all academic matters. To foster this culture of honesty, students, faculty and staff receive presentations on the *Wooster Ethic* and first year students sign a copy of the *Wooster Ethic* acknowledging their acceptance of its contents. Signatures are then placed in the "Wooster Ethic Book." Interviews indicate that most faculty and staff have also signed the Ethic. Wooster has also implemented a *Civility Statement* outlining expectations for how members of the campus community treat each other.

- Student Life prepares a “Briefing Book” as part of its qualitative and quantitative assessment of student life successes and accomplishments during the year. The recent report noted the improved first to second year persistence rate of 90%. The report lists the programs that support students and documents their successes. The “Briefing Book” provides a valuable compilation of both quantitative and qualitative approaches to developing a “seamless” living and learning co-curricular environment. Student life sees its role as contributing to student growth by paralleling the college’s developmental curriculum and advising system. Faculty, administration and staff frequently cite the cooperation and collaboration between academic and student affairs as an important factor that supports student learning.

Team Determination on Criterion Three: Criterion is met

Summary Statement on Criterion:

The College of Wooster is a high quality, residential, private liberal arts college with a unique mission of mentored undergraduate research. The College provides a positive and attractive living and learning environment with academic, recreational, athletic, and student life facilities that enhance the undergraduate experience. Faculty are generously supported with leaves, research and scholarship funds that ensure their ability to stay current and engage students in the classroom and in mentoring sessions. Wooster’s developmental curriculum and advising system plus the faculty and staff’s systematic support and wide array of services ensure that students develop the requisite skills and knowledge necessary to complete their senior year independent study project.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2-4. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 3. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced

study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: Core Component is met

Evidence:

- The college conducts annual and decennial reviews of its departments and other educational programs, and other programs such as those in student life are now beginning to adopt the practice of annual reports and reviews.
- Annual reports are reviewed by the Educational Assessment Committee (EAC) and Provost, which are charged with assuring the submission of the reports and providing feedback on the reports. According to members of the EAC, nearly 90% of all departments are submitting reports regularly.
- Curricular reviews are framed by guidelines (“Curricular Review of Academic Departments and Programs”) designed to ensure a deliberate, well-planned process that includes consideration of the curriculum in light of department (or program) mission and curricular goals, the college mission and institution-level goals for student learning, and alumni/student input. They form the basis for subsequent curriculum revision and possible requests for resources.
- Through the registrar and with departmental approval for credits in the major, the college assures the quality of the credit it accepts in transfer, evaluates all the credit that it transcripts, and maintains and exercises authority over the prerequisites for courses.
- The college is in good standing with its accredited programs in Music and Education, and enjoys ACS approval for the Chemistry program.
- The College of Wooster evaluates the success of its graduates in light of alumni satisfaction with their education, graduates’ success in graduate and professional schools, their ability to find employment, and rates of involvement in prominent volunteer programs such as Teach for America and the Peace Corps.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: Core Component is met

Evidence:

- Institutional student learning goals expressed in the new (2011) “Graduate Qualities” are beginning to inform departmental learning goals, as well as goals for advising students in their choices of coursework and co-curricular experiences.
- Departments have learning goals stated on their websites, and many course syllabi identify either course or departmental learning goals (based on examination of a random sample of syllabi for 2010 through 2013).
- Assessment of learning outcomes for curricular programs includes end-of-course evaluations, annual measurement and reporting of departmental learning goals, and decennial reviews of departmental curricula that explicitly address the “Graduate Qualities” learning outcomes (adopted in 2011).
- The Educational Assessment Committee (EAC) is charged with the task of encouraging and assisting departments and programs in their development of an assessment program. As such, it has been instrumental in developing a culture of assessment, according to faculty and staff members participating in the Retention / First Watch group, EPC, and EAC.
- Annual reports on assessment are incorporated into the 10-year department/program curricular reviews submitted to the EPC. The chairs and departments undergoing recent curricular reviews cited a number of examples of courses and curricular changes that departments and programs have made in response to what has been learned from assessment. For example, to better address the college mission, the sociology/anthropology department now incorporates a global perspective in all courses and seeks to develop majors’ oral communication skills; mathematics courses now include the development of writing skills; and computer science has revised course titles and the course numbering system.
- The Educational Policy Committee has also been charged to use “Graduate Qualities” to develop learning goals and a new assessment program for general education, such as for the First Year Seminar, writing-intensive courses, and courses addressing quantitative literacy and research skills. This work is still in the early stages.
- Findings from NSSE and parent/student surveys, and exit interviews led to the establishment of a new summer advising program for incoming students (ARCH) and a new approach to the offering of academic and career student services (APEX).
- At present, two committees—the elected faculty Educational Policy Committee and the appointed staff and faculty Educational Assessment Committee—are charged with different aspects of learning assessment. While this year’s committees (as both report) work well together and both have no question about their respective roles in regard to departmental assessment and review, both also express some frustration with a lack of clarity about their respective roles in regard to the next steps in setting goals for and assessing student learning in general education.
- The position of Director of Educational Assessment has gone unfilled for several months. Members of the EAC and also the Dean for Curriculum and Academic Engagement identify the need for the next director to have strong quantitative skills as well as the ability to work with a variety of constituencies. This is particularly important for these two committees, whose members may not have sufficient quantitative and assessment expertise to fulfill their duties unaided.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: Core Component is met

Evidence:

- The College of Wooster set a first year to second year retention goal of 90% based on comparison with its GLCA and Ohio 5 peers and after consultation of a number of surveys and studies, including IPEDS, exit interviews, information supplied by the registrar, and an AMRE study of retention. The college met this goal in 2011/12 and 2012/13.
- Using this comparison and internal information, the college implemented a number of strategies for improving retention, including the appointment of a Dean of Retention, a Retention/First Watch Group that involves Student Life, Academic Affairs, the Dean of Curriculum and Academic Engagement, and faculty members to track students who are academically at risk; development of a new option for students who fail the First Year Seminar; the ARCH program; and the bringing together of various academic support, experiential learning, and career counseling services in APEX.
- The Academic Standards Committee also drew on information such as the AMRE study to revise its policy for students at academic risk. Members of the Academic Standards Committee described changes that included raising the minimum GPA for good standing for first-year students and establishing a category of academic probation that entails a 6-week evaluation of a student's progress to meeting prescribed behaviors. While both measures increased somewhat the stringency of academic standards, members of the Academic Standards Committee report that they have the salutary effect of engaging students earlier in remediation efforts than previously. According to the Academic Standards Committee early evidence indicates that these changes have been successful.

Team Determination on Criterion Four: Criterion is met

Summary Statement on Criterion:

The College of Wooster demonstrates responsibility for the quality of its educational programs, learning environments and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement. With extensive faculty involvement through the Educational Policy Committee (EPC) and Educational Assessment Committee (EAC) and an annual review cycle focused on learning outcomes, and with use of nationally-recognized assessment instruments such as NSSE and HEDS Alumni and Senior Surveys, Wooster's assessment of student learning reflects good practice. The college reviews departments and programs through an elected faculty committee (EPC), currently chaired by the Dean of Curriculum and Academic Engagement, and an appointed faculty and staff committee (EAC) with the aim of improving the curriculum. Curricular revision and changes in course design result from assessment. The goal of 90% retention from the first to the second year has been met for each of the past two years.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met

Evidence:

- The resource base for the college is strong and stable thanks in large part to the recent leadership in student recruitment and retention. Prior problems of mid-year budget reallocations due to tuition revenue shortfalls no longer occur. All constituencies report that resources are not an impediment to fulfilling the mission of the institution. In the words of a member of the financial staff, "We're in the best shape we've ever been in."
- The College has increased spending on core academic programs. Faculty report having the resources necessary to deliver quality mentored research opportunities to

students. In the words of one faculty member, “I have never heard of someone who couldn’t complete a research project due to lack of resources.”

- Faculty and staff are aware of the resources it takes to support the institution’s distinct mission most notably evident in the independent study program. All faculty and staff, including even dining staff and custodians, shape their work to support the independent study program. The potentially limiting resource in this regard is the time of tenure-track faculty. Some students express concern that reliance on visiting faculty due to regular faculty leaves or turnover could cause a lack of support for their research projects. The administration and faculty leadership seem aware of the issue.
- There is widespread confidence in the president and his senior leadership team. The president has brought a sense of energy to the campus and many campus community members spoke about maintaining the momentum. In the words of one longtime trustee, “This is the best team we’ve ever had.”
- There is early planning and discussion about increasing revenues through student tuition/fees, a new campaign, and endowment income. Specifically, the college has identified reasonable targets for decreasing tuition discounting, nearly completed a campaign feasibility study, increased staffing in the development area, and reallocated endowment investments to maximize returns.
- There are adequate financial resources available to students and faculty engaged in research, much of which has been made possible by gifts and external grants.

Core Component 5B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met

Evidence:

- The college’s Board of Trustees is appropriately engaged, knowledgeable about the college and the wider higher education sector, and has completed a significant improvement of its structure to bring it in line with best practices. Recruitment efforts to attract new trustees are very intentional which will add to the Board’s philanthropic potential and its already strong diversity.
- The Board’s committee leadership does not rotate frequently. Board survey results indicate that approximately one-third of the Board would like the opportunity for committee leadership, but do not receive the opportunity to serve in this capacity.
- Faculty are involved in decision-making including financial decisions. Through the

Committee on Conference, the faculty has direct access to the Board. Staff involvement is less consistent. While a Staff Council exists, it plays no permanent role in governance. Staff attitudes, concerns, and compensation have received less attention than faculty issues have.

- The institution has a well-conceived and operated shared governance system that has allowed faculty, staff, and students to feel informed and involved.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met

Evidence:

- The college plans to utilize the self-study, the HLC report, input from alumni, board, students, faculty, and staff and campaign feasibility information to launch a renewed strategic planning effort. A Board of Trustees retreat will synthesize this information and begin to outline new strategic initiatives.
- A think tank, the Horizon Group, has been meeting monthly to discuss trends and issues in higher education. Topics such as MOOCS have been discussed in the context of how these topics might affect Wooster and its mission. This forum is a useful vehicle for strategizing how an aspect of a topic might be utilized at the college.
- The college's staffing levels appear high relative to peer institutions. According to IPEDS data, Wooster has the seventh highest ratio of staff to faculty (2.7) of 30 similar institutions. The median of the 30 institutions is 2.15. Reviewing staffing levels and positions may present an opportunity to conserve and realign resources. Interviews indicate that some areas are overstaffed and others are understaffed. Shifting staffing positions to understaffed areas, to new areas, or to additional faculty positions may increase the college's effectiveness and efficiency.
- There is ample evidence from faculty, administrators, and governance groups that there is a focus on using data to drive decisions. An enhanced institutional research function might better support these processes and allow for a more intentional formulation, compilation, and analysis of questions and data.
- The strategic budgeting process has been used successfully to align resources to the mission. According to multiple sources, administrators have been willing to voluntarily sacrifice resources in their areas when there is clear evidence of need or

opportunity in other areas. Budget prioritization processes have resulted in shifts of up to 3% of the total budget each fiscal year, which represents a willingness to not simply rely on previous budgets.

- There have been significant improvements in the budgeting planning process in recent years. The college now employs a five-year budget model based on conservative variables and holds several significant funds for contingencies or opportunities for forward investment.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: Core Component is met

Evidence:

- There are a number of opportunities for faculty to provide feedback that prompts improvements within the institution. Most notable is the Committee on Conference, which is free to address issues of its choosing directly with the Board of Trustees.
- In recent years the college has successfully identified millions of dollars of savings from inefficiencies that have been redirected to support the core mission. Constituencies report little negative impact from these savings.
- The campus facilities and grounds are beautiful and a true asset to the institution. The college's deferred maintenance budget is, however, acknowledged as insufficient. Unfunded depreciation is masked in financial ratios by a large unrestricted endowment. The positive campus condition could be at risk if adequate funding for maintenance is not eventually budgeted.
- There are multiple examples of the college identifying an area in need of improvement and engaging in a collaborative process that leads to solutions without causing undue anxiety. This was done with the establishment of APEX and ARCH, for example. The purposeful avoidance of some decisions, or even discussions, which may be upsetting to some, may be causing the institution to expend resources unnecessarily or to sacrifice quality outcomes for students. An example of this is recent discussions about dining services, which has been discussed as an area for institutional attention.

Team Determination on Criterion Five: Criterion is met

Summary Statement on Criterion:

The Board, administration, faculty, staff and students of the College of Wooster are to be complimented for their focus on mission and willingness to allocate resources sufficient to support and enhance it. The Board is high-functioning and is engaged in supportive and productive ways. The administration is trusted by the campus community, works

collaboratively, and is even sacrificial in its allocation of resources. The staff are generally engaged and supported. The faculty is truly committed to the mission and engaged in the decision making of the institution. Even students feel empowered and informed.

There are always ways to improve planning, resourcing, and decision-making functions, but the College of Wooster is being well served by its existing processes.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. **Recommendation:**

Continued accreditation

2. **Timing for Next Comprehensive Evaluation:**

2022-2023

3. **Rationale:**

The College of Wooster meets the five criteria for accreditation. While the college is a liberal arts college, it has a distinctive mission of independent study. This mission is thoroughly supported by all constituencies and is financially supported. The institution is very conscious of its ethical responsibilities and has policies and procedures to ensure academic and business integrity. Assessment of general education and the major is evident including the use of feedback results. General education, study in the major and rigorous independent study in the junior and senior year support the recently adopted Graduate Qualities expected of all students. Faculty development is supported financially with a generous sabbatical policy. Wooster is financially sound with teaching and learning endeavors receiving priority in resource allocation. The College of Wooster fulfills the criteria for accreditation.

4. **Criterion-related Monitoring Required (report, focused visit):**

None

5. **Federal Compliance Monitoring Required (report, focused visit):**

None

B. Commission Sanction or Adverse Action

None

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- Yes No Legal Status
- Yes No Degree Level
- Yes No Program Change
- Yes No Distance or Correspondence Education
- Yes No Contractual or Consortial Arrangements
- Yes No Mission or Student Body

- Yes No Clock or Credit Hour
- Yes No Additional Locations or Campuses
- Yes No Access to Notification
- Yes No Access to Expedited Desk Review
- Yes No Teach-out Arrangement
- Yes No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

Appendix A

Interactions with Constituencies

President's Cabinet
President
Dean for Curriculum & Academic Engagement
Dean of Students
Director of Financial Aid
Chair Education Department
NCATE Coordinator
Chair Music Department
Chief of Staff & Secretary of the College
Administrative Coordinator of Athletics & Physical Education
Associate Director of Security and Protective Services
Committee on Conference
Library Staff & Library Information Resources & Technology Committee
Chief Information & Planning Officer
Research & Data analyst
Provost
AVP College Relations & Marketing
Dean of Admissions
Board of Trustees (9 members)
Board of Trustees Leadership & Executive Committee
Deans
Program Directors
Department Chairs
Dean for Faculty Development
Controller & Associate Controller
Associate Registrar
Director Career Planning
Associate Dean of Students for Retention & Academic Engagement
VP Development
VP Finance & Business
Writers of Criterion 5
Educational Policy Committee
Financial Advisory Committee
Associate Dean for Educational Planning & Advising
Director of the Center for Diversity & Global Engagement
Associate Dean of Experiential Learning
Director of the Learning Center
Director of the Writing Center
Director of Off-Campus Studies
Educational Assessment Committee
Diversity & Global Engagement Committee
Academic Standards Committee
Random Faculty Members in Drop-In Session

Campus Council
Students
Faculty Grievance Committee
Associate to the President for Community, Trustee, and Parent Relations
Educational Technology Group
Staff Committee
Director of Athletics & Physical Education
Human Resources
Horizon Group
Faculty Research & Development Committee
Local Alumni
Teaching Staff & Tenure Committee
Institutional Planning & Assessment Team

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

Criterion 1 A

College of Wooster Catalogues

Criterion 2 A

Board of Trustees Committee Work Plans

Board of Trustees Assessment: Self-Assessment Spring 2011

Food Service Operating Policies

Criterion 2 B

Wooster Alumni Magazines: Fall 2012, Summer, 2012, Spring 2012, Winter 2011, Fall 2010, Winter 2009, Summer 2008, Fall 2007, Summer 2007, Summer, 2006, Fall 2005

Admissions Publications 2012-13

Admissions E-communications (Royal Select Application Campaigns)

Athletics Recruiting Materials

Admissions Academic Department Profiles

Admissions Advertising Materials

Criterion 2 C

Board of Trustees Meeting Agendas

AGB Statement on Board Responsibility for Institutional Governance

Criterion 3 B

Graduate Qualities brochure

Criterion 4 A

Assessment Clear and Simple book by Barbara E. Walvoord

Criterion 4 B

Assessment in Practice book by Trudy Banta

Assessment at the College of Wooster –monitoring report December 1, 2005

2011 CIRP Freshmen Survey Instrument

Educational Department Evidence

HEDS Alumni Survey Instrument 2011

2010-11 HERI Faculty Survey Instrument

NSSE 2011 Survey Instrument

Criterion 5 A

Campus Strategies Finance-Business Operations Review

Capital Campaign Planning

WIMCO Agreements – Wooster Inn

Auxiliary Operations Agreements – Ohio Light Opera

2009 CAE Voluntary Support of Education

2010 CAE Voluntary Support of Education

Facilities Audit March, 2011

Criterion 5 B

Board of Trustees Assessment: Board Skills Assessment Spring 2012

Board of Trustees Assessment: Committee Effectiveness Winter 2013

Board of Trustees: New Trustee Orientation Materials

Board of Trustee Wiki Sample Views

Criterion 5 D

Division Annual Assessment & Priorities Planning Reports (samples)

Federal Compliance

Detail of Credit Hour Calculations

Additional Items Provided:

ASQ Record Layout

CIRP: The American Freshman National Norms: Fall 1996; 1998; 2001, 2002, 2005, 2008, 2010

The Pot (student publication)

Scot Center – The Daily Record insert

Scot Center – Donor Report 2012

Year One – First Year Literary magazine

Grounds Department materials

Campus Building layouts

HLC and Other Accreditation Materials:

HLC 116th Conference Resource Book

HLC Annual Conference Presentations

HLC Newsletter: Commission Release of Beta Version of Criteria

HLC Newsletter: Pathways Construction Project

Quality Review CHEA Almanac of External Quality Review 2007, 2009

College of Wooster Self Study Report 2002 (2 volumes)

Appendix C Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams

Effective for visits beginning January 1, 2013

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report.**

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

6. Check the appropriate response that reflects the team's conclusions:

- (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
- () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
- () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.
3. Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions.
4. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: The College of Wooster does not have any distance or correspondence education.

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

Default Rates. *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.

3. Check the appropriate response that reflects the team's conclusions:

-)The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
-)The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
-)The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
-)The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:

)The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

)The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.

)The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.

- () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Public Notification of Opportunity to Comment

*The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. **Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.***

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - (X) The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - () The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends follow-up.
 - () The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends follow-up.
 - () The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Website

College Catalogue

Daily Record newspaper

Local Wooster newspaper

Parents newsletters

American Chemical Society Certification Approval 2010

NCATE Accreditation Letter and Certificate
NASM Accreditation 2004
Student Retention, Graduation, Post-Graduation Data
Assessment Data
Consumer Information Page
Student Handbook (The Scot's Key)
Recruitment Brochures
Advertising Publications
Advancement Materials
PR Releases
Consortial Contracts with [Case Western Reserve University](#), [Washington University](#), University of Akron, Duke University, Case Western Reserve University, Columbia University, and Baldwin Wallace.
Campus Crime Report 2012
EADA 2010-2012
Default Loan Rates
Composite Financial Index 2009-2012
Report A-133 2010-2012
2008-2012 SF-SAC reports
Student Compliant Log
Schedule of Classes 2011-2012 and 2012-2013

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes

No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours

- Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.

- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

The College of Wooster is a liberal arts college for undergraduates. Students have majors in various disciplines. Two courses from each of the 41 majors and 6 minors was sampled.

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments:

N/A

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that

the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

N/A

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

N/A

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

N/A

Part 3: Clock Hours

Instructions

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution's credit to clock hour formula match the federal formula?

Yes

No

Comments:

N/A The College of Wooster does not use clock hours.

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: College of Wooster, The, OH

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS):

DATES OF REVIEW: 4/15/13 – 4/17/13

Nature of Organization

LEGAL STATUS: Private NFP

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: B

TEAM RECOMMENDATION: No Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW ADDITIONAL LOCATIONS: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: The institution has not been approved to offer its degree programs or more than four of its certificate programs through distance education or correspondence education as defined in Commission policy. Commission policy does permit the institution to offer up to four certificate programs as well as a limited number of courses leading to degree programs through distance education or correspondence education without seeking prior approval.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: No Change

OTHER VISITS SCHEDULED: None

TEAM RECOMMENDATION: No Change

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR FOR NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

TEAM RECOMMENDATION: 2022-2023

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: College of Wooster, The, OH

TYPE OF REVIEW (from ESS): Continued Accreditation _X_ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	0	
	Bachelors	43	
Programs leading to Graduate	Masters	0	
	Specialist	0	
	First Professional		
	Doctoral	0	

Off-Campus Activities

In-State:		Present Activity:	Recommended Change: (+ or -)
	Campuses: None		
	Additional Locations: None		
Out-of-State:		Present Wording:	Recommended Change: (+ or -)
	Campuses: None		
	Additional Locations: None		
	Course Locations: None		
Out-of-USA:		Present Wording:	Recommended Change: (+ or -)
	Campuses: None		
	Additional Locations: None		
	Course Locations: None		

Distance Education Programs:

Present Offerings:

None

Recommended Change:
(+ or -)

Correspondence Education Programs:

Present Offerings:

None