

Sustaining Our Momentum:  
The College of Wooster's Self-Study

by

The College of Wooster Community

Presented in Partial Fulfillment of the Requirements of Continuing  
Accreditation for the Higher Learning Commission

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The cover of this report mirrors the template for our students' Independent Study title pages. Independent Study at the College of Wooster is a year-long senior project that allows students to explore a topic in a deep way. We believe that our self-study process was not unlike an Independent Study, as we tried to demonstrate the type of critical thinking and evidence-based reasoning we ask from our students.

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## **EXECUTIVE SUMMARY**

### **THE COLLEGE OF WOOSTER'S 2013 SELF-STUDY**

The College of Wooster has made significant progress since its continuing accreditation review in 2002, much of it since 2007. This self-study summarizes where we find the College in 2013 with a focus on the changes we have made since our last self-study ten years ago. While we identify areas for continued work, the findings suggest that The College meets the criteria for continuing accreditation. We are particularly proud of the changes we have made in the areas of planning and mission focus. Today we have a revised mission and new Graduate Qualities that drive our decisions and activities. We have also made huge strides in educational assessment, with a well-developed program in place across the campus.

#### **CRITERION ONE: MISSION**

The College of Wooster has an updated and appropriate mission statement. In addition, our Core Values, a set of related documents, clarify the Mission and allow it to be explicitly applied to our educational program. The documents are articulated publicly. They explicitly address issues of diversity and the public good. The documents are the key to current operations at the College. They guide our plans for the future. In the words of the campus, "we have a mission mindset!"

However, we have some activities and programs where the program's connection to our Mission is not completely clear. Diversity figures prominently in our Mission, strategic initiatives, and programs, yet we acknowledge throughout the self-study that while we have made significant progress in making the campus more diverse, we have much more to do to support this diversity.

#### **CRITERION TWO: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT**

The College of Wooster acts with integrity. What we do and how we do it is both ethical and responsible. We value being a community of independent minds who work together, with this work guided by our Mission, Core Values, and our emerging campus ethos – the Wooster Ethic. During the past five years, we have evaluated and strengthened our governance structures and processes; reviewed, revised, and added policies and procedures with the intent of emulating the principles in our Mission, Core Values and the Wooster Ethic; and seized the opportunity of the Web to share policies, procedures, and information about us with our various constituencies. In addition, we have launched programs to raise awareness of research ethics among faculty, students, and staff as is appropriate and fitting for our emphasis on mentored student research, and we have placed special focus on promoting the Wooster Ethic and Civility Statement among students, faculty, staff, parents, and alumni. We need to continue to make the Wooster Ethic more of the fabric of the College, take a focused look at our plethora of policy statements and guidelines with an eye towards consistency and simplicity, and use technology to more effectively organize and communicate our policies and procedures.

#### **CRITERION THREE: TEACHING AND LEARNING: QUALITY, RESOURCES AND SUPPORT**

The Wooster education is built around a mentored educational experience and culminates with Independent Study. Our curriculum is designed to instill outcomes (that we call Wooster's Graduate Qualities) in our students. Wooster's faculty is qualified and engaged in teaching,

research, and service. We have improved our advising process through the new ARCH Program and APEX Center. The dedicated staff at Wooster supports the functions of the College and our co-curricular and extra-curricular activities provide students with an enriched educational experience. In the future, we need to find the resources to expand our already-large number of student research opportunities as there is increasing demand on current programs. Additionally, we plan to investigate ways to increase the number of faculty members able and willing to take institutional leadership roles and engage in faculty governance. A review of our education requirements in the light of our updated Mission, Core Values, and Graduate Qualities, particularly since *A Wooster Education* is now 13 years old, is warranted. Planning for a much needed new life sciences facility is underway, with faculty engaging in visioning STEM disciplines at Wooster for the future. A revitalization of our Human Resources function, discussed in Criterion 5, should aid in addressing concerns staff noted about work procedures and professional development opportunities.

#### **CRITERION FOUR: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

Over the past ten years, the College of Wooster has achieved impressive growth and improvement in its practice of educational assessment. This process now takes place in all areas of our academic and co-curricular programming. We use the findings to make decisions about our curriculum, programming, and resource allocation. In the next ten years, we hope to build on our success and address a number of challenges. Specifically, we plan to increase clarity about roles and responsibilities in assessment, address assessment burnout, strengthen our institutional feedback loop, and raise awareness of the many sources of data that can be used for assessment across the campus.

#### **CRITERION FIVE: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS**

For nearly 150 years, The College of Wooster has committed to educating students in the liberal arts tradition. For the last five years, we have focused on developing an institutional culture of planning that influences our decision making so that we can sustain this tradition. We plan for our future with an understanding of the dynamics of our current contexts, both externally and internally, adopting a planning “framework” as our conceptualization of a strategic plan to provide the agility that is essential to sustaining and advancing the College. We have revised our governance process and structures, as leadership is critical to both our planning and the implementation of our strategic initiatives. We have adopted planning-linked budgeting and assessment processes, yet these are still in early stages of implementation. Although no institution has all the resources it needs to do all that it wants, we have done much with our human, facilities, technology, and financial resources to advance our core mission and strategic initiatives. We remain focused on implementing strategic initiatives in the areas of enrollment, endowment, voluntary support, auxiliary operations and resource stewardship to strengthen our resource foundation.

## **CHAPTER ONE: AN INTRODUCTION TO THE COLLEGE OF WOOSTER INSTITUTIONAL HISTORY & CONTEXT**

*The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community.*

We enroll more than 2,000 traditional undergraduate students who work with 200 faculty and more than 700 staff in a residential, liberal arts program that leads to the Bachelor of Arts or Bachelor of Music degree. The College is known for its distinctive approach of mentored undergraduate research as pedagogy, and its Independent Study (“I.S.”) program. Our campus is located in Wooster, Ohio, a community of approximately 26,000 residents, approximately 55 miles southwest of Cleveland.

### **HISTORY OF THE COLLEGE**

Co-educational from its founding in 1866 by Presbyterians who sought to do “their proper part in the great work of educating those who are to mold society and give shape to all its institutions,” The College of Wooster was one of the nation’s first institutions to award a Ph.D. to a woman: Annie Irish, in 1882. Wooster’s first black student, Clarence Beecher Allen, entered the College in 1888. For decades, The College of Wooster was one of the most highly regarded colleges with Presbyterian roots, making it an especially attractive place for missionaries to send their children. These relations and connections made Wooster a very international campus long before that had become part of the national agenda.

In 1915, the trustees voted to discontinue all graduate and professional programs (including a medical school) in order to concentrate on undergraduate education in the liberal arts and sciences. The University of Wooster, with a new and sharper focus, was then renamed The College of Wooster.

Another defining moment for Wooster came in 1948, when the College launched what has become its signature academic program: Independent Study. Every Wooster student completes a mentored, independent senior project of research or creative expression on a topic of his or her choosing. Wooster is one of the few institutions in the country (Swarthmore, Princeton, and Reed are others) to require such a rigorous capstone experience of all its students.

### **THE COLLEGE TODAY**

Loren Pope, the late author of *Colleges That Change Lives*, wrote, “I can testify there is no better college in the country....Wooster is that unusual college with a sense of mission: to produce educated, not trained, people.” The College of Wooster engages its students in a process of learning that places the student at its center. Wooster’s Independent Study program offers juniors and seniors an intellectual opportunity that is usually reserved only for honors students elsewhere. Through a combination of intellectual curiosity, creativity, and hard work, each student achieves something extraordinary. The ability to democratize excellence – and to infuse students with self-

reliance – gives a Wooster education incomparable value. “Instead of teaching students what to think,” notes *The Fiske Guide to Colleges*, “the College of Wooster focuses on teaching students how to think.” Our higher education colleagues have recognized us a college where faculty have an “unusual commitment to undergraduate teaching” (*U.S. News & World Report*).

The process of preparing students for a lifetime of independent learning begins with a First-Year Seminar in Critical Inquiry, a writing-intensive seminar averaging fifteen students per section. It continues through courses in global, cultural, and religious perspectives, quantitative reasoning, and writing, as well as work in the major, and culminates in Independent Study. Faculty members emphasize writing skills in all disciplines, along with critical thinking and engaged learning in all courses, in preparation for the senior Independent Study project. A student-to-faculty ratio of 11.5:1 makes this ideal a reality.

Wooster offers its students 38 majors, encompassing virtually all of the standard arts and sciences fields, plus seven interdepartmental majors, including Africana Studies, Neuroscience, and Women’s, Gender, and Sexuality Studies. Students also have the option of an education minor leading to early childhood, secondary, or pre-K – 12 licensure.

The College offers pre-professional advising programs for students who anticipate utilizing their liberal arts and sciences studies as preparation for various professions, such as engineering, business, law, the health professions, and social work. In addition, the College offers five pre-professional degrees in music. Wooster also has cooperative programs with a number of leading universities to offer dual degrees in the liberal arts and sciences and specific graduate/professional programs (e.g., Washington University in engineering and architecture, Case Western Reserve University in social work and in engineering, and Columbia University in law).

## **INDEPENDENT STUDY**

All the strands of the first three years of the academic program come together in Independent Study, a year-long project that allows every Wooster senior, with the support and guidance of a faculty advisor, to focus his or her passion on the creation of an original scholarly work. The senior year culminates in a full day’s Senior Research Symposium. Classes are cancelled and the community is invited to see I.S. presentations, exhibits, and performances by more than 200 seniors.

The College facilitates completion of Independent Study by providing dedicated lab space for each science major, individual studios for art majors, rehearsal space and performance venues for music majors, and study carrels with network access for humanities and social science majors. The College also provides grants through the Henry J. Copeland Fund for Independent Study to support students in completing projects of unusual distinction that involve expenses beyond those normally incurred in undertaking Independent Study.

Each year, dozens of Wooster students present their research results at national meetings of groups like the American Society of Biochemistry and Molecular Biology, the American Physical

Society, the Geological Society of America, the Society for American Archaeology, and the Midwestern Psychological Association. In 2009, Wooster's mathematics students were among 60 teams of student researchers selected from more than 460 submissions to present at the Council on Undergraduate Research's "Posters on the Hill" event in Washington, DC.

Although the Independent Study program is labor intensive and expensive, Wooster remains committed to this form of individualized instruction. It is clear that students, alumni, and faculty are strongly influenced by their experience with it. *U.S. News & World Report* has recognized Wooster's "senior capstone" and "undergraduate research/creative projects" in programs to look for. Students learn the excitement of collaboration with their professors, and assuming responsibility for their own learning instills a confidence with passion that is obvious after graduation.

Alumni invariably connect with one another through their common experience with Independent Study. It is not at all unusual for a conversation between alumni meeting for the first time to begin with, "What was your I.S.?" Independent Study also builds unusually strong bonds between students and their faculty advisors, bonds that are very frequently continued across the years.

## **THIS SELF-STUDY REPORT**

In the pages that follow, we offer an introduction to the College, through a focus on our strategic work of the last five years. Our purpose is to have this self-study report serve as evidence that the College meets the expectations of the Higher Learning Commission, and to provide our campus a different perspective on how we are doing. We intend for this self-study and the report of the visiting team to serve as important inputs as we engage in a refresh of our strategic planning framework.

The report is organized by the criteria for continuing accreditation provided by the Higher Learning Commission. In Chapter Four we discuss the mission of the College and the development of our new Graduate Qualities. Chapter Five examines our practices in terms of institutional and individual integrity. Chapter Six is a comprehensive look at teaching and learning on campus. Chapter Seven focuses on assessment—where we have been, our accomplishments, and questions about what is next as we continually evolve a culture of assessment. Chapter Eight looks at the College's focus on strategic planning, governance, institutional assessment, and the resources that support our core mission. Finally, Chapter Nine briefly describes what is next on our planning agenda.

The self-study process involved students, faculty, staff, alumni, and trustees for over nearly two years. We are one of the first liberal arts colleges to prepare a self-study under the HLC's new criteria for evaluation. We appreciate the work of our colleagues who, in six working groups, gathered and analyzed likely hundreds of megabytes of documents, reports, data, and websites. We thank the members of College committees and the students, faculty, and staff who provided comment on drafts of this report.

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## **CHAPTER TWO: SUSTAINING OUR MOMENTUM, TAKING STOCK OF OUR PROGRESS**

### **THE COLLEGE OF WOOSTER: 2007 - 2013**

The College of Wooster celebrates its sesquicentennial in 2016. Our institutional context is replete with tradition: liberal learning, undergraduate focus, teaching excellence, mentored undergraduate research, commitment to diversity, graduates who are creative and independent thinkers, kilts, bagpipes, Tootsie Rolls. Our "I.S." (Independent Study) program is more than 65 years old. Clearly, our history and traditions shape us; yet, it is our more recent history that influences the story told in this self-study -- the last six years, to be exact. Many of the elements of evidence that we considered in evaluating the College in the context of the Higher Learning Commission's *Criteria for Accreditation* are initiatives, activities, policies, procedures, ways of doing things, and outcomes since 2007, a time of leadership transition for the College, and the beginning of our taking a much sharper focus on strengthening our core mission and being strategic about our future.

In this chapter, we take stock of our progress in the context of our own criteria: how we are doing at achieving our strategic objectives. The chapter closes with "Perspectives from the Campus," outtakes from comments provided by students, faculty, and staff that we solicited as part of the self-study process and through the faculty's appraisal of the president, which serves to indicate how the faculty believe the president is fulfilling his responsibilities and, given the criteria used in the evaluation, how the faculty believe the College is progressing on a number of its strategic priorities.

#### **THE LAST SIX YEARS**

The historic context of this self-study dates to the fall of 2006. At the time, The College of Wooster was known for a signature educational program, Independent Study (I.S.), and excellence in teaching undergraduates. We had a strong financial resource base and invested in our campus facilities. While I.S. has characteristics that are valued by our external constituencies, the program was becoming less distinctive as undergraduate research had become recognized as a "high impact practice." We had made great strides in how we communicated our distinctive approach to liberal education; yet we needed to become more disciplined and creative in how we conveyed the benefits of our approach to external audiences. This was evidenced by the fact that we had a very good reputation within the circles of higher education, but suffered from a general lack of name and brand recognition outside our academic circles (which meant that we were quite good at communicating with other academics). We knew we had opportunities in our recognition as a premier teaching College, our untapped potential donor base of parents and alumni, and our location in the City of Wooster.

We faced resource challenges. Our new student enrollment would fluctuate annually, while discount continued to climb. Our goals for student academic profile, diversity, and discount rate, like many of our peers, are dynamically intertwined, which made it difficult to make progress in all three dimensions of enrollment at once. Our enrollment of multi-ethnic students, as a proportion of our total enrollment, was comparable to our peers and had increased significantly. We had a strong

financial resource profile, yet discounted more and realized less tuition revenue per student than our peers. Many of our voluntary support metrics lagged our peers. Most importantly, we allocated our educational resources differently from our peers, investing less in our core educational mission and in average faculty salaries.

It was also a time of presidential transition. Wooster welcomed its 11<sup>th</sup> president, Grant H. Cornwell, in July 2007. The expectations for our new president, described in the search prospectus, also factored into the work we would undertake as a community of “independent minds, working together.” “Strategic planning” was one of those expectations, and we immediately set to the work of “developing an institutional culture of planning that fosters strategic thinking and influences all decision making, resource allocation, and assessment efforts.”<sup>1</sup> The economic downturn of 2008 shifted our focus to “contingency planning.” As we used this opportunity to pilot a new planning approach that was guided by the principle of advancing our core mission, contingency planning proved beneficial to us in ways other than just weathering the storm at the time.

Our *Strategic Framework*, Wooster’s conceptualization of an agile strategic plan, has guided our progress since its emergence in 2009-10. Our *Framework* is all encompassing; it is not only about the “what we will do,” it is also about the “what do we need to do differently and strengthen to do these things?” Consistent throughout our activities has been a clear focus on advancing Wooster’s core mission (our educational program). The outcome has been “growing strength, growing confidence, and steadily gathering momentum,”<sup>2</sup> which translates to an exciting time of growth and development at the College. We elaborate on our planning culture in our discussion of Criterion 5.

A few resource-related metrics (Table 2.1) illustrate areas of both fast and slow growth. The College’s operating budget has grown 14.7 percent from \$71.6 million in 2006 to \$82.2 million this year. Our total student enrollment is now over 2,000 with 1,925 students on campus this fall (this has posed a challenge in that we are literally at full residence hall capacity). We have identified 1,900 as the approximate number of students we are targeting to be in residence. The endowment has recovered to the point it was in 2006 (we discuss the endowment in greater detail in Criterion 5). We have made significant progress in the competitiveness of faculty salaries in a very tough economy; yet we admittedly have done much less with staff salaries, although we are actively and systematically addressing issues in this area (also discussed in Criterion 5).

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<sup>1</sup> *On Purpose: Our Strategic Framework* (2010). The College of Wooster, Wooster, OH.

<sup>2</sup> Hopkins, J. L. (2012, Fall). Measuring our Momentum: Institutional Progress. *Wooster*, 127 (1), 6-9.

Table 2.1

*Selected Resource Metric Comparisons 2006-2012*

	Change	2006	Fall 2012
Operating expense*	+14.7%	\$71.6	\$82.2
Enrollment (FTE)*	+10.0%	1,865	2,051
Endowment	+1.6%	\$228.4	\$232.1
Faculty salary pool**	+30.7%	\$10.2	\$13.3
Staff salary pool**	+11.1%	\$18.9	\$21.0
Campus facilities value	+28.6%	\$114.2	\$147.0

*\$s in millions*  
*\* IPEDS data \*\* IPEDS and College data (FY13 budget)*

How have we accomplished this, and what, exactly, have been the outcomes to date?

### OUR STRATEGIC INITIATIVES & EMPHASES

We are implementing a number of strategic initiatives – things that we are doing differently – with the purpose of fulfilling our educational purpose with distinction, strengthening our foundation (resources), and sustaining our momentum for the long term. Each of these objectives, we believe, will get us closer to achieving our vision for Wooster: that of prospering as a distinguished independent liberal arts college, thriving as a vigorous intellectual community, and creating a reputation that reflects our achievements.

Overall, we are making good progress on all of our strategic initiatives, though admittedly, some are more complex and others simply require more resources – human, time, facilities, equipment, money -- to accomplish than we have been able to direct towards them to date. We are larger, more diverse, and attract more student applications for admission. We have become more selective in admissions and allocate a greater proportion of our resources to our core mission. We continue to enhance facilities that support our educational program. We have had initial success in raising Wooster’s visibility with recognition of our distinctiveness. We have added tenure track faculty, in part to provide enough faculty to cover faculty leaves without needing to hire short-term positions. With a more diverse campus, we now turn our attention to the campus climate that is appropriately aware and supportive of diversity. We continue to address market competitiveness of our faculty and staff salaries.

#### **Strategic Objective 1: We will Fulfill Our Educational Purpose with Distinction**

*by making continuous improvements in providing a liberal arts education that is distinctive and demonstrably superior.*

Our strategic initiatives focus on diversity and global engagement, student educational planning and advising, Wooster as a “community of learners,” mentored student research and our Independent Study Program, experiential learning, and the sciences at Wooster.

**Diversity & Global Engagement.** While diversity has been a goal at Wooster since its inception, we have dramatically increased our efforts to attract a diverse group of students and

faculty. We have doubled the representation of U.S. multiethnic students and have maintained a steady presence of international students (Figure 2.2).

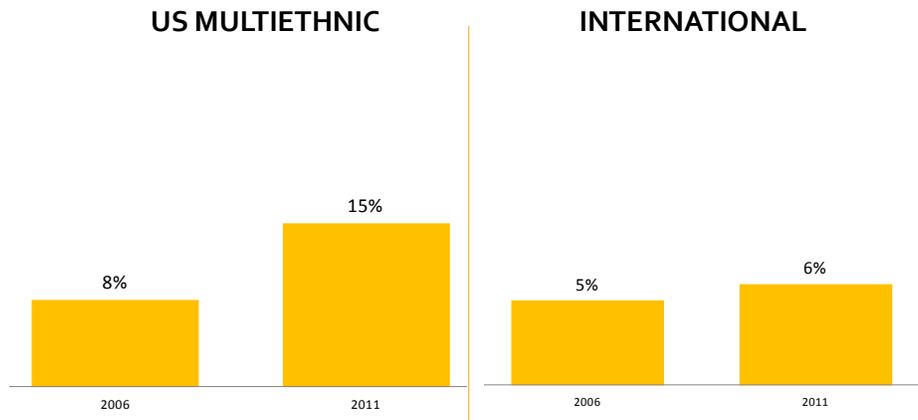


Figure 2.2. Percentage of all enrolled students who are either US multiethnic or international

Socioeconomic diversity is important, too. We continue to make Wooster accessible to families regardless of their economic circumstances. We have done this by devoting a larger portion of our financial aid to students and families with demonstrated financial need.



Figure 2.3. Pell grant recipients.

With respect to faculty, we have almost tripled the representation of faculty who bring diversity to our campus. We are beginning to make progress with our staff as well (Figure 2.4).

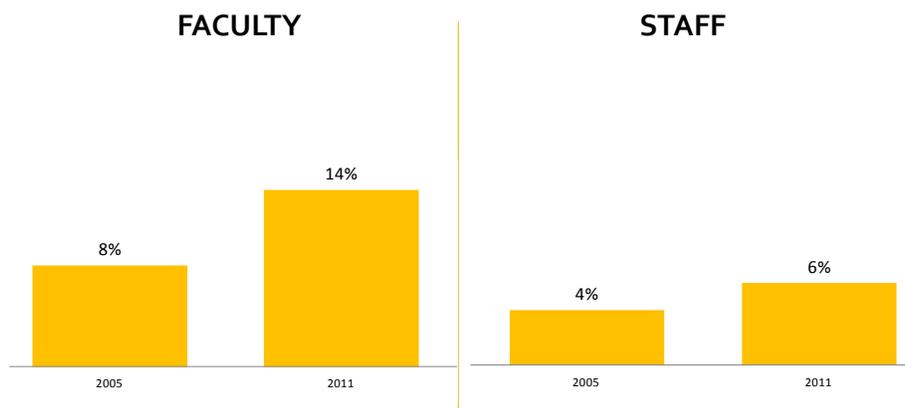


Figure 2.4. Faculty and staff diversity.

In their periodic appraisal of the President, more than 80 percent of Wooster’s faculty members indicated that they were “satisfied” or “very satisfied” with the President’s efforts to promote and increase diversity. We have achieved a more diverse campus more quickly than we were prepared, programmatically, to support it. This fact is evidenced in our faculty’s assessment of how well we have recognized and addressed the needs of a more diverse campus (Figure 2.5). In the self-study process and the president’s appraisal, a number of comments indicated that we need to do more to improve the campus and community experience for minority students, provide more information about and opportunities for admitted minority students to experience the campus and community, and address the challenges that minority faculty encounter which include an “unequal burden of service work and student advising.” Developing an inclusive campus climate is the responsibility of all constituencies on campus, although we have made it a particular charge for our Center for Diversity and Global Engagement.

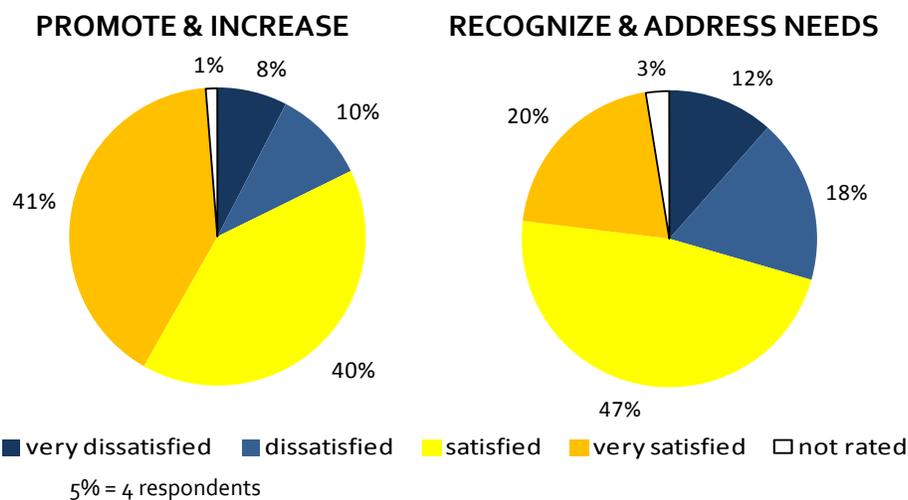
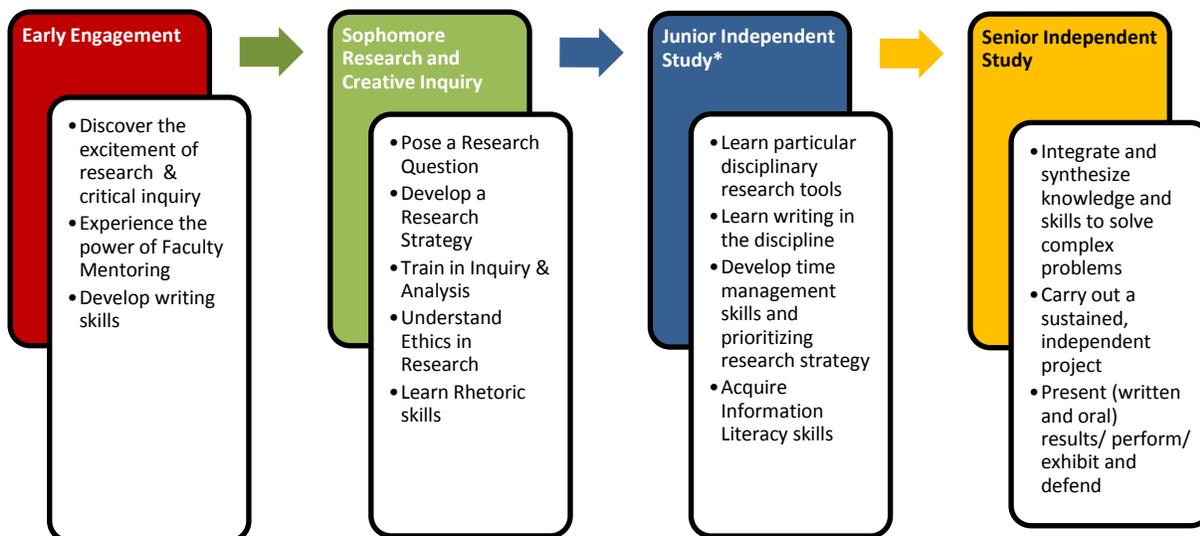


Figure 2.5. Faculty assessment of our progress in diversity.

**Mentored Student Research & Independent Study.** Our context in 2006 was that Wooster was well-known for its “[senior] Independent Study;” less well-known for our distinctive, four-year approach of educating students through engagement in mentored student research leading up to the I.S. Around us, other colleges were adopting “capstones” and educational research was indicating that engaging undergraduates in research was a “high impact” educational practice: on the surface, our approach was becoming less distinctive. As noted in our discussions of Criteria 3 and 4, we were finding that elements of our approach were not occurring as we had originally anticipated in our model (Figure 2.6). Thus, we decided that a focus on our approach, to enhance, update, and strengthen it, was clearly a strategic priority.



\* More appropriately termed “junior year preparation for Independent Study” as departments and programs vary in their approach in the junior year.

Figure 6. Wooster’s approach of mentored undergraduate research as pedagogy.

We are engaged in a series of actions to do this. Examples of what we have done include:

- Instituting the “Senior Research Symposium” as a permanent feature of the academic calendar. We have nearly 300 students participating, presenting posters, oral presentations, and digital presentations. This represents a dramatic increase in presentations since the inception of the program five years ago.
- Sponsoring faculty development opportunities including workshops on digital humanities, NITLE webinars exploring pedagogy and digital scholarship; *Research Matters* sessions on collaborative research, on-line research support, and digital identity; *Teaching Matters* topics have included collaborative teaching, using blogs in the classroom, and faculty IT Fellows.
- Supporting student research through external grants, including an NSF S-STEM grant to develop research capacity in science and math departments and a grant from the Clare Booth Luce Foundation to support female students in research in the physical sciences.
- Opening the Collaborative Research Environment (CoRE) in January, 2012. Located in Andrews’ Library, the physical space and technology are intended to encourage greater student and student-faculty collaboration and experimentation in research and projects, with an emphasis on communication and information technologies and digital media. In spring 2012, CoRE hosted 271 events or activities involving over 10 academic departments.
- With a new director of our Writing Center, we are examining our writing program, and in particular, writing in the first-year.
- Our Educational Policy Committee (EPC) has commenced review our First Year Seminar program.

**Student Educational Planning & Advising and Experiential Learning (Integrating Theory & Practice).** To encourage students to become passionately engaged in their education

and to empower them to make informed, intentional choices about academic, personal, and professional opportunities, we have brought allied programs into a strategic collaboration. Building upon Wooster's already-strong student-faculty and student-staff relationships and unique advising and experiential learning programs, we have been very intentional in the actions we have taken as we have implemented this strategic initiative. These actions have included:

- Establishing a summer advising program, "ARCH," for all new students. During ARCH, they draft a personalized educational plan and register for first semester classes.
- Integrating the work of the Advising Center, the Lilly Project, the Learning Center, Career Planning, and Entrepreneurship Program.
- Expanding summer internship opportunities in applied research, entrepreneurship, and field experiences.
- Adding critical professional staff to support experiential learning and internships, including appointing a faculty member as Associate Dean of Experiential Learning.
- Developing an e-portfolio application so that all incoming students will develop and maintain personal Educational Planning Portfolios.
- Formally launching APEX (the center for Advising, Planning, and EXperiential learning), our distinctive program to integrate academic and post-graduate advising, planning, and experiential learning. APEX brings together academic advising, career planning, and the host of programs we offer in experiential learning. These include: internships, the Lilly Project in vocational discernment, our hallmark Applied Mathematics Research Experience (AMRE), and our Entrepreneurship program. These programs, each strong in their own right, were working collaboratively, yet each had been relatively isolated, serving student constituencies according to their particular missions. Through the organizational architecture of APEX and its newly renovated space in Gault Library, these programs work together to provide an environment of continuous mentoring and planning for our students.
- Establishing the APEX Fellowships Program that offer structure and mentored support to students engaged in summer internships or vocational exploration programs of at least six weeks in duration. APEX Fellowships include funding, a learning contract, regular structured reflection, a final reflective assignment and evaluation, on-campus reporting and ongoing staff support. We anticipate funding at least 35 student projects in the program's first year.

**Future of the Sciences at Wooster.** In 2011-12, the Provost worked with science faculty to begin to imagine the future of scientific inquiry and teaching at Wooster. Through discussions, workshops, and visits to other campuses, we have begun the critical process of clarifying our needs to remain a liberal arts college distinguished for the quality of science education we provide. A planning team is working with facilities consultant Art Lidsky to complete the program planning for a life science complex to replace the current Mateer facility. The new complex will enable the collaborative and interdisciplinary work that is so essential to emerging scientific disciplines, and will also be an inviting space for students of all disciplines to become scientifically literate.

**Community of Learners.** Our "Community of Learners" initiative emanates from our Core Values. This "strategic initiative" is not about developing new programs or adding to our already

rich array of opportunities and services. Instead, it directs us to steward all of our programs in such a way that students and their families, as well as faculty and staff, understand that we are a small campus learning community on purpose, that we offer the richness of opportunities and services we do because we understand the role they play in the overall development and liberal education of our students. Our activities have been focused on how living and learning together advance Wooster's mission:

- Promoting the Wooster Ethic across the campus, including students taking an advocacy role by establishing a "Wooster Ethic Committee;" integrating the Wooster Ethic into ARCH, Orientation and First Year Seminar; providing Wooster Ethic information sessions for alumni groups and campus departments.
- Promoting "Civility" campus-wide via programs sponsored by student groups, campus committees, and administrative offices.
- Expanding civic engagement with events such as "Make a Difference Day" and Voter Registration/Voting.
- Deepening community engagement and outreach with events such as Neighbor's Dinners, "Community Day," special events, and community volunteer activities.
- Increasing campus engagement through "spirit" and campus-wide activities.
- Enhancing safety on campus with added blue lights, safety walks, and community awareness.

### **Strategic Objective 2: We will Strengthen the Foundation of Our College**

*by securing and enhancing the availability of the human, financial, and physical resources needed to achieve our vision.*

To achieve this objective, we knew we would need to enroll a residential student body of an optimal number of on-campus students with a steadily improving mix of academic profile, diversity, and discount rate. We would also need to develop a comprehensive plan to generate and allocate College resources in support of our strategic priorities.

The first question we needed to answer was "What is the optimal enrollment size for Wooster?" We concluded that we had the capacity, both physical and programmatically, to enroll 1,900 on-campus students, which meant a total enrollment of about 2,000 full-time students. Enrolling and retaining 2,000 students meant strategic initiatives in enrollment, competitive positioning, and student retention.

**Enrollment.** In the early part of the decade, our new student enrollment numbers varied widely, with increasing tuition discount rates. We also had high turnover in Admissions leadership, contributing to nearly constant changes in recruitment strategies. A charge for Wooster's new president was stabilize leadership of the area and set in place an effective and sustainable enrollment plan. In 2007, we established the position of vice president for enrollment, and followed with an Admissions Strategy Plan in winter 2009 and subsequent enrollment plan in spring 2012. We have made great strides since 2006, growing stronger in our Admissions function and consequently growing applications (doubling the number from 2,500 to 5,200). This has given

us the opportunity to be more “selective” in identifying students who we believe have the interest, preparation, and motivation to succeed at Wooster (decreasing our admit rate from 80% to 58%). Figure 2.7 illustrates the growth in applications and corresponding improvement in our admit rate.

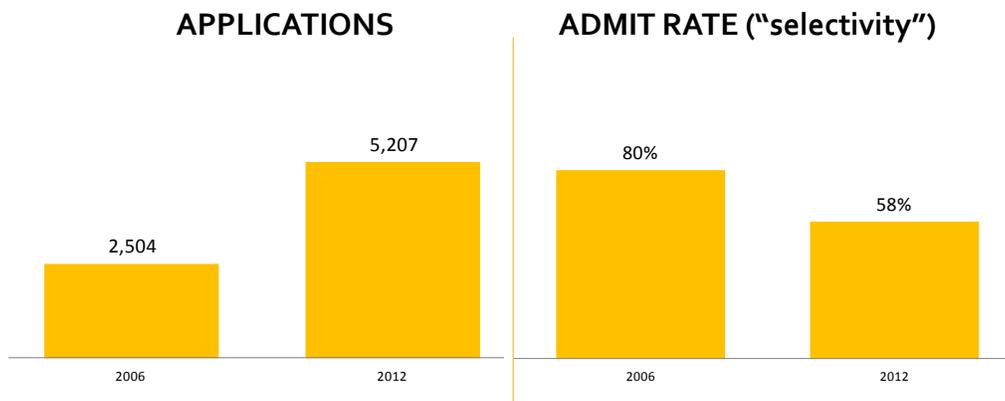


Figure 2.7. Applications and admit rate (“selectivity”).

Our efforts appear to be bearing fruit as the last three incoming classes have been close to our enrollment goals. These recent classes’ academic preparation has paralleled earlier classes in terms of standardized test scores; however, the recent classes have reflected improved academic performance in high school (Figure 2.8). Faculty members indicate that they are satisfied with our admissions’ efforts (Figure 2.9). Ultimately, choosing stronger students has led to better retention rates and, we anticipate, graduation rates.

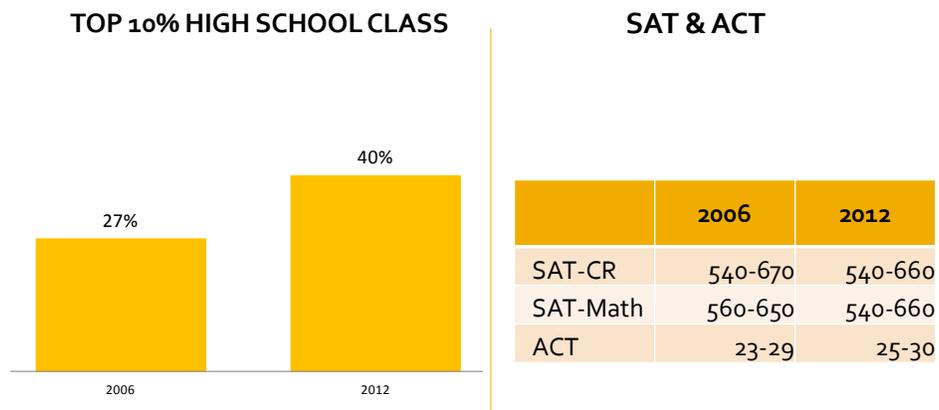


Figure 2.8. Academic profile of first-time first-year students.

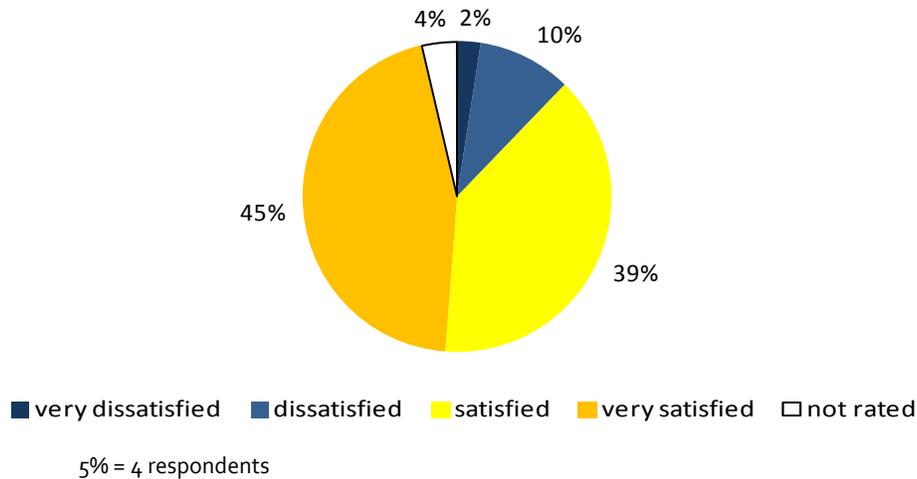


Figure 2.9. Faculty satisfaction with admissions.

**Graduation & Retention.** The improvements in our retention and graduation rates are systemic indicators that we are admitting the right students, and we are providing them with the right educational programs, support, and campus climate for them to persist. While progress with our graduation and retention rates is promising (Figure 2.10), we know that there are still students whom we are not serving, and our overall metrics are still not where we want them to be (over 90 percent first to second year retention and six-year graduation rate closer to 80 percent).

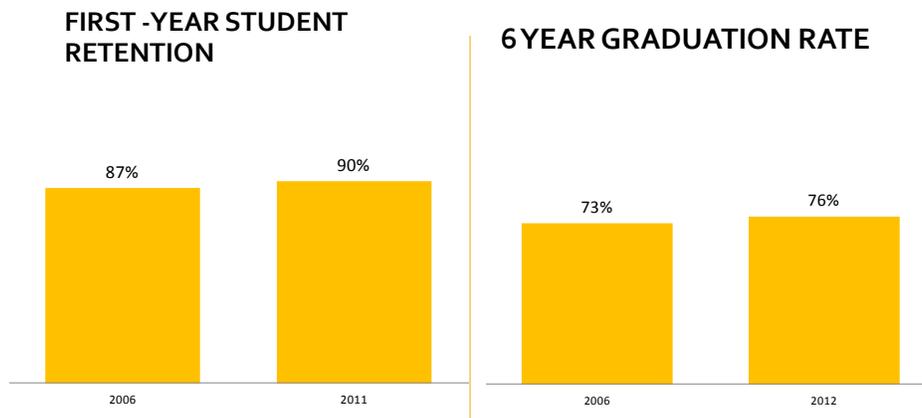


Figure 2.10. Retention and graduation rates.

**Competitive Positioning.** In the 2006 edition of Loren Pope’s, *Colleges That Change Lives*, he begins his account: “The College of Wooster is my original best kept secret in higher education.” In the recently released 2012 edition, author Hilary Masell Oswald compliments Wooster at length, concluding that, “It should be a well-kept secret no more.” This is one piece of evidence that our recent efforts to articulate Wooster’s unique character and quality to prospective students, to alumni and parents, and to external audiences have been creative, robust, and effective. If recognition in the media, college search resources, and guidebooks are indicators, our message is getting through (Figure 2.11).



Figure 2.11. The College of Wooster in the media and college guides.

In the 2008 edition of *U.S. News' Best Colleges Rankings*, Wooster appeared on two lists of programs that *U.S. News* identified as enriched offerings that lead to student success. These lists are drawn from a nomination process of presidents and deans. In the 2013 edition, we have extended our recognition to five of the eight lists (Figure 2.12).

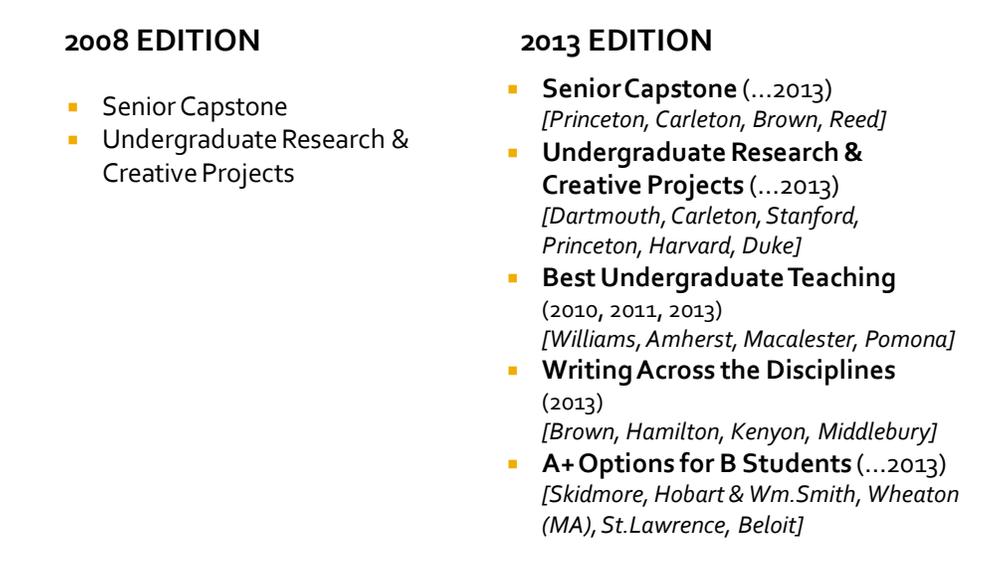


Figure 2.12. College of Wooster appearances on *U.S. News* "Enriching Experiences" lists.

Another outcome of our visibility and positioning efforts is that we have successfully expanded our recruiting markets. Despite demographics, we continue to have a strong recruiting presence in Ohio and throughout the region. We are retaining our regional presence while simultaneously becoming more national (Figure 2.13).

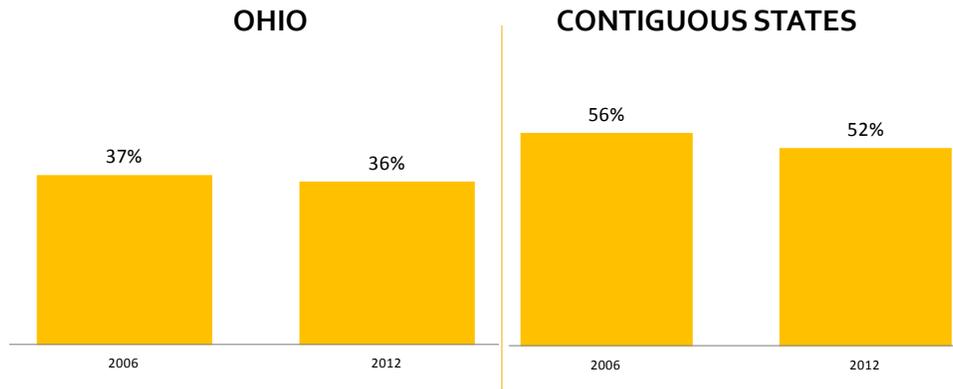


Figure 2.13. Geographic origins of first-year students.

A comprehensive marketing plan designed to advance Wooster’s market position, our “brand,” and recognition in strategic demographics, and the pride and commitment that Wooster alumni and friends have in the College was completed in summer 2012.

The comprehensive plan for the generation and allocation of College resources that we continue to develop includes two components, a resource generation plan and a resource allocation and stewardship plan. Elements of both plans are outlined in detail in Chapter 8. A few salient indicators of our progress to date include total enrollment and net tuition revenue per student, annual gifts, endowment market value, and allocation of our resources to steward our core mission.

**Total Enrollment and Net Tuition Revenue per Student.** The largest portion of our annual revenue comes from student tuition and fees. Our enrollment growth, along with increases in net tuition and fees, has been an essential element in working towards our objective of “strengthening the foundation of our college” (Figure 2.14).

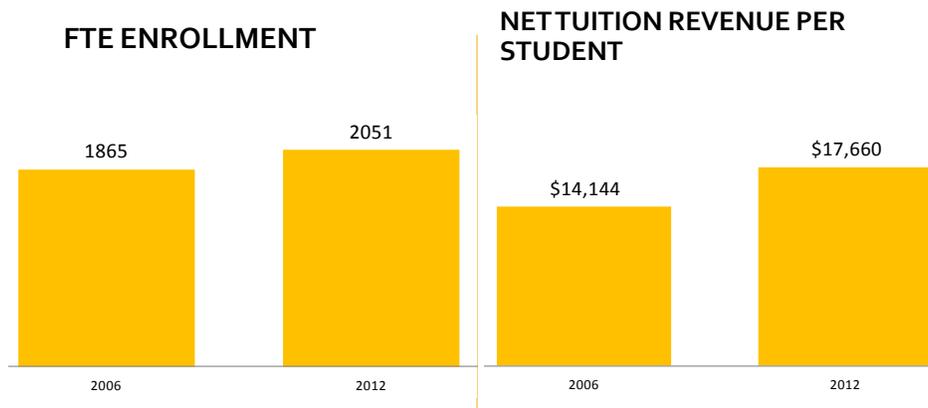


Figure 2.14. Total full-time equivalent enrollment and net tuition revenue per student.

**Annual Gifts.** Our fund raising efforts have remained constant over the last several years (Figure 2.15). This is an achievement because we have been able to sustain the level of annual

giving we achieved during our last campaign (which ended in 2007), during a time when the economy has not been friendly or supportive of philanthropy. The individuals in our donor base feel that they have less giving capacity than they did six to ten years ago. With the arrival of a new vice president for development in fall 2011, we began to craft a strategic plan for the next generation of college advancement at Wooster, and preparations for our next capital campaign.

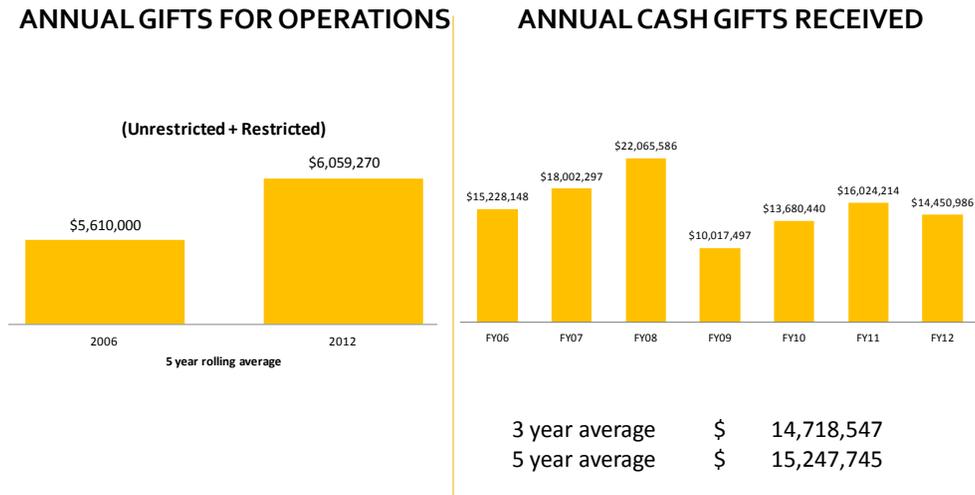


Figure 2.15. Annual gifts and cash received.

**Endowment.** While our endowment has recovered since the economic downturn, it has not recovered at a rate comparable to our peers. In addition, as we have grown enrollment, our endowment must now support more students (Figure 2.16). In Chapter 8 we include a detailed discussion of the work done by our Investment Committee to position the endowment to meet our resource expectations.



Figure 2.16. Endowment market values.

**Core Mission Stewardship.** A principle guiding both our contingency planning and implementation of our *Strategic Framework* is that we will allocate our limited resources to advance our core mission. We are clearly getting better at doing this (Figure 2.17). We have been steadily and systematically reorganizing the administration at the same time that we have been increasing

our commitment to faculty and to teaching and learning, so we are making progress in devoting more of our overall budget to our core mission.

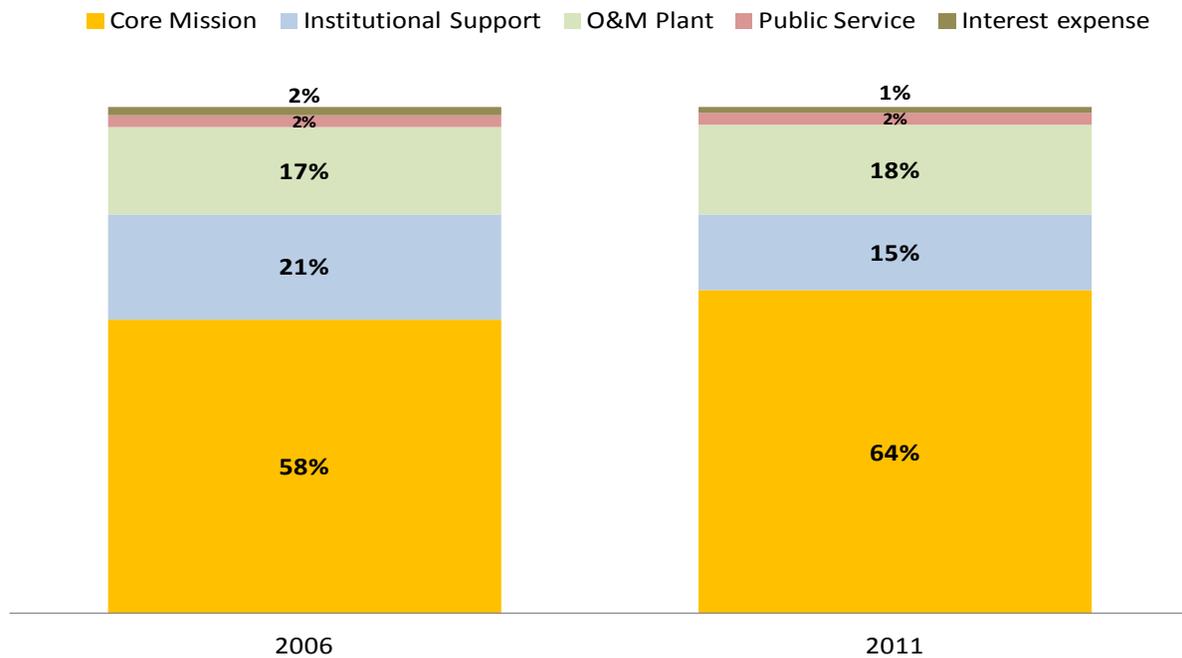


Figure 2.17. “Institutional Effort” – How are we allocating our resources?

**Faculty.** In the 2002 Higher Learning Commission visiting team’s report, the team noted high faculty workloads. The College subsequently decided to reduce the faculty teaching load from 6 courses per year to 5.5-5.6.

Despite this, our enrollment growth, and being in the midst of the worst economic environment since the Great Depression, we have chosen not to increase our student-faculty ratio and class sizes (Figure 2.18). This strategy represents our essential commitment to the quality and integrity of our core mission.

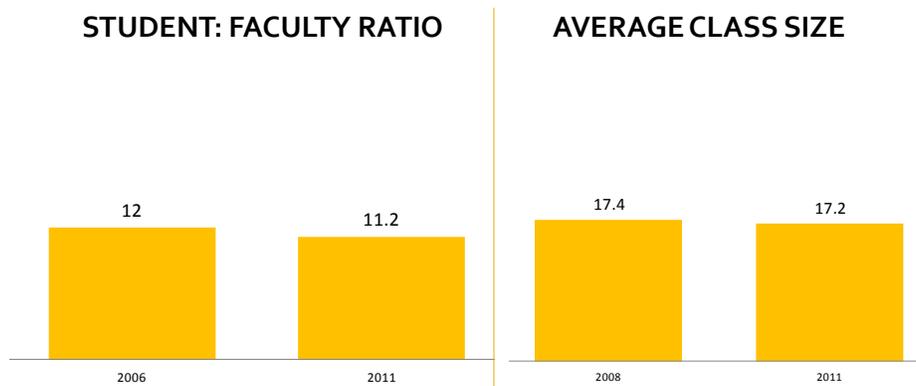


Figure 2.18. Student:faculty ratio and average class size.

We have opted to invest in tenure-track faculty rather than visiting faculty lines, adding 8.16 full-time equivalent tenure track lines since fall 2007 (Figure 2.19). To fulfill our mission with integrity, we must provide our students with excellent professors who understand the values of The College of Wooster and are committed to our particular mission grounded in mentoring students in research, problem solving, and independent thinking.

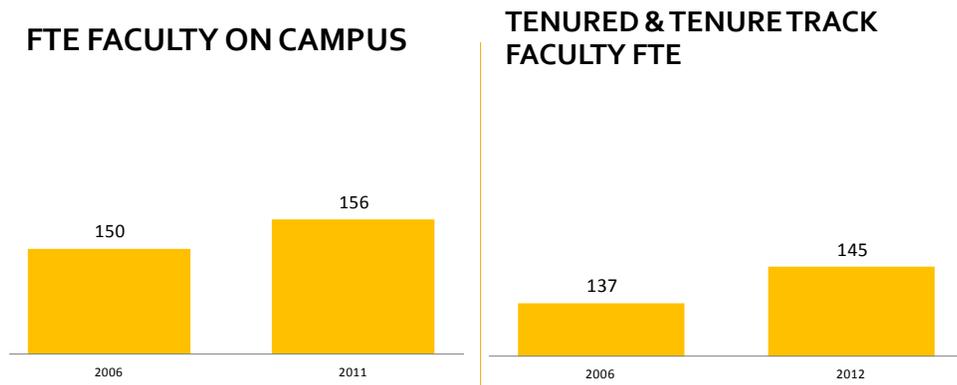


Figure 2.19. Full-time equivalent faculty.

We have prioritized investment in faculty salaries, recognizing both the quality and contributions of our faculty and the importance of salaries that are competitive in our faculty recruiting market. While we have made good progress, we still have not achieved our target, the median of our peer group (Figure 20). We provide additional information about our work to analyze and develop a “Faculty Salary Policy” to ensure competitiveness of our faculty salaries in Chapter 8.

### Faculty Salaries as % of GLCA Median

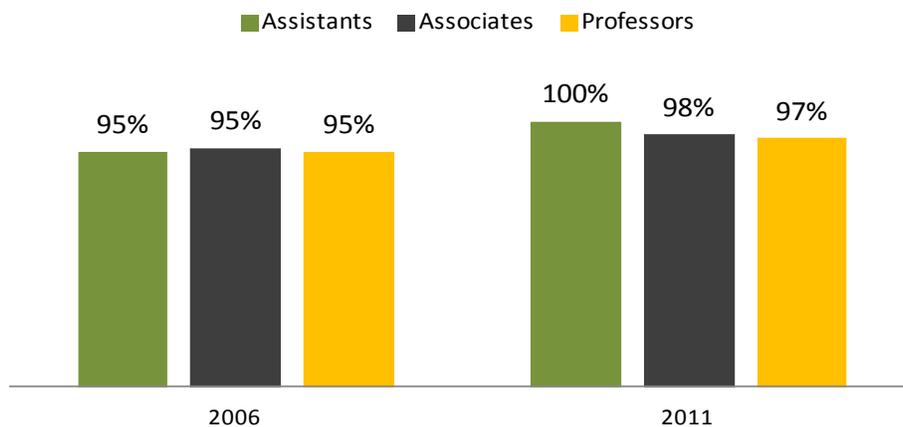


Figure 2.20. Progress in raising faculty salaries to our peer median.

**Staff.** In spring 2012 we completed a study of hourly and salaried staff salaries with much the same discipline and principles as the Faculty Salary Project. We have begun to allocate resources to improve market competitiveness of our staff salaries and address internal equity issues.

Faculty members indicate that they are either satisfied or very satisfied with our efforts to date to address compensation inequities for faculty; however, faculty members are less aware of the staff salary and wage project. Those who are aware of the project are more mixed in their overall assessment of our efforts to date (Figure 2.21).

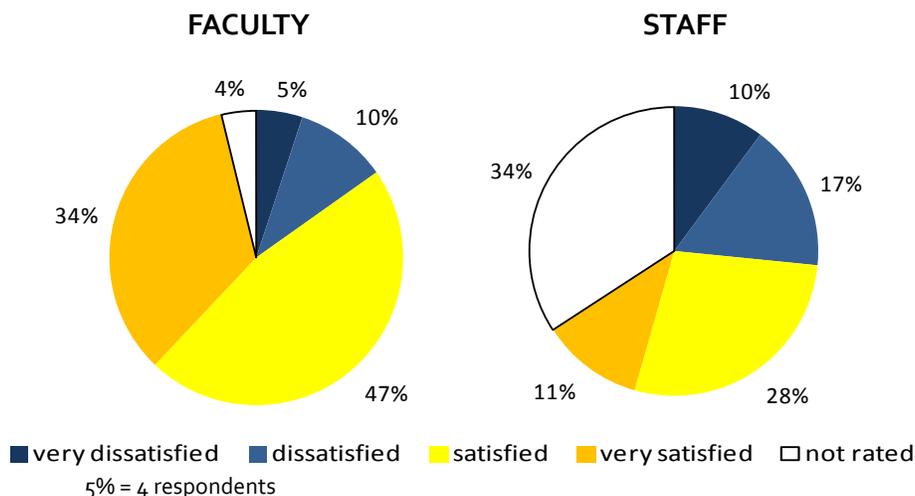


Figure 2.21. Faculty satisfaction with addressing compensation inequities.

**Facilities resources.** Wooster’s campus has changed remarkably since the last HLC team’s visit. We have built two residence halls, a student health center, an academic building, an admissions house, and a student recreation center. Kauke and Babcock Halls and the main floor of Lowry Student Center have been renovated. We opened the Collaborative Research Environment (CoRE) and the Center for Academic Planning and Experiential Learning (APEX) in the Libraries. Landscape changes include a “StreetScape Project” on Beall Avenue, the creation of a pedestrian mall on University Avenue, and new turf fields. Our focus on prudent sustainability has resulted in improvements to improve the energy efficiency of campus buildings which are reducing the College’s carbon footprint by as much as 36 percent and yielding hundreds of thousands of dollars in operational savings each year. An updated Campus Facilities Master Plan will guide us into our next phase of building and improvement.

### Strategic Objective 3: We will Sustain Our Momentum

*by developing a campus-wide and sustainable culture of planning as an effective, collective endeavor.*

We believe that our engagement in planning warrants status as a strategic objective. Given that our *Strategic Framework*, by intentional design, is an agile, living document, achieving this objective is a continuous process that requires we have strong, effective, and efficient governance; annual priorities that focus our efforts at all levels; continuous and open communication; engagement of students, faculty, staff, trustees, and alumni in our planning activities as fitting; and attentiveness to the changing context around us and the opportunities it may provide. To achieve this strategic objective, we have:

- Created our *Strategic Framework* through our planning process.
- Institutionalized “Annual Strategic Priorities Memos” that guide our work for the academic year; established a cycle of regular updates on our progress on our annual priorities (end of fall term, end of spring term).
- Strengthened our governance groups, including those of the Board of Trustees and the Faculty to enhance their effectiveness and engagement in planning and decision making.
- Restructured the academic administration.
- Substantially improved and systematized the ways that we assess our curricular and co-curricular programming and have begun to assess a set of Graduate Qualities—a list of those skills, personal qualities and abilities we aspire to instill in our students.
- Implemented an integrated institutional information system. We continue to build capacity in each division of the College to identify, collect, analyze, and report information that can be used for decision support and to evaluate our progress towards our strategic objectives.
- Assessed, improved, and codified our business practices; though we now find we have so many policies and procedures that some are inconsistent and we cannot easily locate them.
- Launched an initial institutional dashboard after wide consultation as to what the dashboard should include. We finally concluded that we would be better served by a simpler model (work will recommence following completion of the self-study).
- Established the “Horizon Group,” which consists of faculty and staff, to extend the horizon of our strategic planning thorough research and inquiry into the long-term prospects for higher education in general and Wooster in particular. To date, the group has discussed topics ranging from demographics to the global context for liberal arts colleges to the opportunities and threats of MOOCs (technology and its potential impact on the liberal arts college as we know it).
- Planned and executed our self-study for continuing accreditation to serve the purposes of affirming our status as an institution accredited by the Higher Learning Commission and our refresh of our *Strategic Framework*.

Most faculty members indicate that they are satisfied with our planning and overall vision for the future of the College (Figure 2.22). They are also satisfied with the long-term goals, objectives, and initiatives outlined in the *Strategic Framework* (Figure 2.23); however, they indicate that we need to do better at thinking about how the initiatives could engage all disciplines.

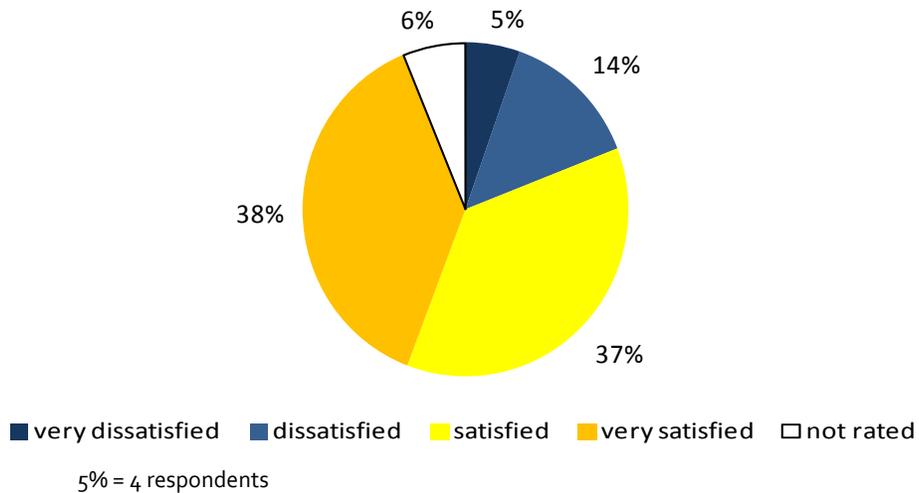


Figure 2.22. Planning and vision for the College.

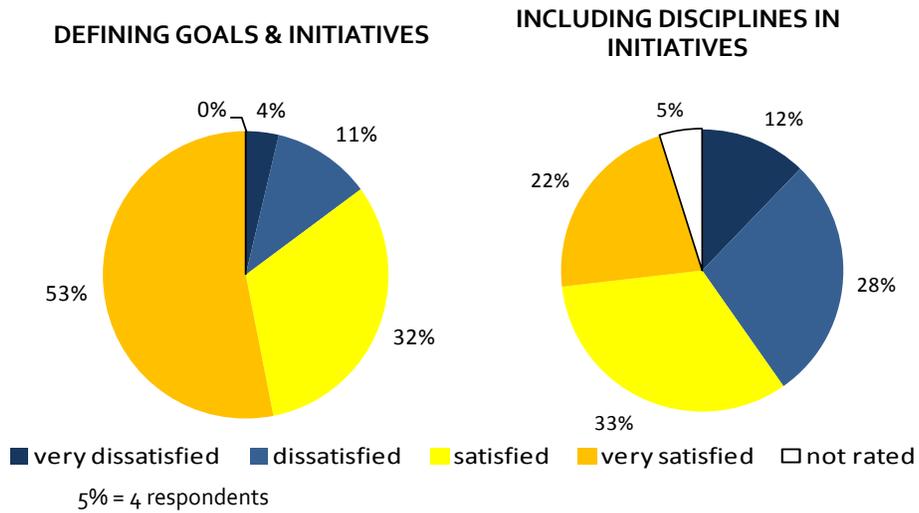


Figure 2.23. Long-term goals, objectives and initiatives.

Faculty also provided insight into how well we are doing in our efforts to improve communication (Table 2.2).

Table 2.2.

*Faculty Satisfaction with the President's Efforts at Communication.*

<b>Satisfied With</b>	<b>Mixed Opinion</b>	<b>Dissatisfied With</b>
<p>Communicate matters between the Board of Trustees and the Faculty</p> <p>Keep the faculty informed on matters relating to allocation of resources</p> <p>Be accessible to faculty</p> <p>Explain the rationale for his decisions and actions</p> <p>Solicit faculty input in formulating college policies</p>	<p>Build a sense of community among faculty and staff</p> <p>Respond to faculty input in formulating college policies</p>	<p>Help the campus community understand how diversity and global engagement touch all disciplines</p>

**PERSPECTIVES FROM THE CAMPUS**

- *I love this school and have never had any trouble contacting or talking to faculty. It is a good school. [student]*
- *For the first time in years, it seems as if we have a shared understanding of our mission and our vision. We share an excitement about our future, and a clear view of our mission. [faculty]*
- *My sense is that ... the College is steadily trending upward, rather than simply maintaining a status quo. [faculty]*
- *One problem that I have experienced, though--and that many others have commented on--is that Grant's enthusiasm for various initiatives and planning, etc., is sometimes simply exhausting. [faculty]*
- *When I came to the college... the school felt like a lady or gentleman who has fallen into an elderly shabby gentility from which s/he was now further declining. I know Grant is trying to move us rapidly into competing with top liberal arts schools in the U.S., and I am pleased about that. Given the nature of college competition these days, that means a lot of marketing hype that makes me uncomfortable, but I contribute as best I can because I think his direction is right. [faculty]*
- *Although the strategic planning process was designed so as to appear as inclusive of faculty as possible, I have still not always felt that the rhetoric of the vision or the strategic initiatives have been as owned by the faculty as they might have been. [faculty]*
- *The IS program is well thought out and is a huge appeal for this school. The fact that students work so closely with faculty is a rare and important opportunity. [student]*

- *... Our ethnic minority students are not happy with their Wooster experience. Addressing diversity concerns on campus requires more than just philosophical inquiry. We need tangible actions that can enable improvement in the satisfaction of our domestic students of color. [faculty]*
- *The mission of the school is on track because it is engaging multiple cultures, which helps broaden students' perspectives. The small class size ratio draws outsiders in because they are able to tell me comfortable about expression their opinion. I think one thing that could be added is interactions with the local community. With emphasis on global, it seems like we are always trying to escape our communities. [student]*
- *I have been particularly impressed with the President's commitment to diversity and inclusion on campus. [faculty]*
- *I've personally experienced the Wooster efforts to foster a global community and create diversity on campus. There are many opportunities to experience or share in diversity, including student groups and service organizations. They seem to do a good job with the things they're trying. [student]*
- *One of the strengths of the College is how the Board, Administration, Faculty, Staff, Students and Alumni are governed but also that the governing bodies all work together to make Wooster so great. [staff]*
- *In the last five years communication and transparency both with and from the president and between faculty, staff, and administration has strongly diminished. [faculty]*
- *In general, I'd say that open communication is one of Grant's greatest strengths. He has made great strides in promoting openness, and in communicating matters clearly between the board and faculty/staff. [faculty]*
- *We definitely work on communication and responsibility. [student]*
- *CoW is so good at providing guidance and review for student academic experience. All aspects of Wooster invest in our students which separates us from many institutions especially state schools. [staff]*
- *The faculty is amazing. I can't begin to explain how much I have accomplished that I couldn't have without the faculty. I struggled a lot last year and individual attention along with high expectations and respecting me as a student helped me back to myself. [student]*
- *I agree that we have used decades of experience to apply our resources to a very quality education. As we continually compare ourselves to other quality colleges, we strategically adjust our financial priorities to reflect opportunity for the future. [staff]*

- *The updates of Morgan and Kauke are great, as it helps the CoW be more up-to-date and in tune with 21st century technology. The establishment of CORE and the Scot Center offer great opportunities. It's great that Mateer will be renovated too! I would also suggest sometime in the future making the music practice rooms in Scheide more soundproof. The sound that escapes inhibits academic learning as it severely disrupts concentration. The research opportunities are awesome! It's so easy to find information that I need for projects and papers. Also, where is the quote "vibrant, exciting place..." from? I just want to make sure the quote is cited. [student]*

## CHAPTER THREE: RESPONSES TO CHALLENGES RAISED BY THE COMMISSION IN 2002

HLC COMMENTS 2002	OUR RESPONSES
<p><b>Comprehensiveness of the Self-study Process</b> [Assurance]</p> <p>“Despite these efforts to disseminate information about the self-study and its documenting report, very few of The College of Wooster community were actually aware of the process or the report.”</p>	<p>The 2011-13 self-study process included several communication and outreach activities: an active <a href="#">blog</a>; community meetings sponsored by working groups; meetings with elected committees and Campus Council; updates at faculty and board meetings; a “read in” day for the campus to provide feedback on the draft in outline format, and <a href="#">articles</a> in the student newspaper. The Steering Committee maintained its agenda and meeting notes in a wiki.</p>
<p><b>Student Records Physical Security</b> [Assurance &amp; Advancement]</p> <p>“The Team judged that student records are still liable to loss due to the present method(s) of storage. Accordingly, this previous consulting recommendation will be repeated.”</p> <p>The Team suggests:</p> <ol style="list-style-type: none"><li>1. Duplication of paper records in microform</li><li>2. Storage of records off-site in a secure manner</li><li>3. Use of some of the same methods of document storage and security as are presently utilized by the College computer services</li></ol>	<p>The College implemented Ellucian Colleague in 2005. All student records for students enrolled at that time and since are maintained in Colleague. Colleague is backed up daily and servers (physical location and access, including user access) are secure.</p> <p>The College implemented a digital imaging solution in 2005 which digitized several thousand student transcripts. The project was suspended in 2009 due to cost and lack of integration with Colleague. The College is in the process of planning implementation of Image Now which is a partner application for Colleague.</p> <p>The student records that have not been digitized are being stored at a secure, fire-protected, off-site location until they are digitized.</p>
<p><b>Faculty Files</b> [Assurance]</p> <p>“The Team suggests a review of all faculty files to assure that official transcripts be included in each file and that all new faculty be more rigorously required to provide such official confirmation of degree work.”</p>	<p>The Dean of Faculty Development requested that all faculty members provide transcripts. All faculty files now include official confirmation of degree work.</p>
<p><b>Assessment of Student Learning Outcomes</b> [Assurance &amp; Advancement]</p> <p>“The Team recommends that a monitoring report on the development of the assessment of student academic achievement outcomes be submitted to the Higher Learning Commission by December 1, 2005.”</p> <p>Attempt to involve a wider range of faculty and students in the process of redefining student assessment at Wooster.</p> <p>Deliberately inform faculty and students of the intent of assessment, its principles, methods, and advantages in order to enhance the “culture of assessment” at Wooster.</p> <p>Use student assessment and its conclusions to publicize and support assertions of the excellence of the “Wooster Education.”</p> <p>Integrate a statement on the assessment of student academic achievement into the college catalog and/or other college publications which present academic information about the College.</p>	<p>Monitoring report submitted 12/2005. Report accepted by the Commission. Focused visit to be conducted in fall 2007.</p> <p>Focused visit conducted October 2007. Finding: “The successful implementation of a comprehensive assessment program.”</p> <p>Department- level assessment plans, faculty-led Assessment Committee, supported by a director of educational assessment and assessment committee budget (position currently open).</p> <p>Refined our departmental assessment process; departments have been actively using their assessment findings to make changes to their curricula.</p> <p>Assessment extended to all Academic Affairs academic support functions (offices have assessment plans and are in their third year of data collection and report writing).</p> <p>We are now beginning to incorporate assessment data into our budgeting and decision-making.</p> <p>The Assessment Committee promotes faculty and staff engagement in assessment through brown bag sessions, newsletters, and a weblog.</p> <p>We have added a statement about educational assessment in the <i>Catalogue</i> (p. 19)</p> <p>See also Chapter VII (Criterion 4)</p>

HLC COMMENTS 2002	OUR RESPONSES
<p><b>Affiliation with the Commission</b> [Assurance] HLC Team examination of The College of Wooster academic catalog confirmed that the College does list its affiliation with the Higher Learning Commission (page 8, 2002-03 academic catalog), but no contact information for the Commission is given in the catalog.</p>	<p>The <i>Catalogue</i> includes information about the College's affiliation with the Higher Learning Commission, including contact information for the Commission (p.8).</p> <p>The Commission's Mark of Affiliation is included on the <a href="#">Accreditation page</a> of the College's website.</p>
<p><b>Board of Trustees</b> [Advancement] The Board of Trustees may wish to arrange or contract for more formal sessions of Trustee orientation and for continuing education on the role of governing boards. The Board of Trustees may wish to more formally communicate or discuss executive decisions with the full Board. Evaluation of the President may be conducted on a more formal and/or regular basis with information on this process communicated to the full Board.</p>	<p>The Board has a formal orientation program for new trustees that includes the provision of a trustee mentor. Trustees are encouraged to attend workshops offered by the Association of Governing Boards; all trustees receive <i>AGB's Trusteeship</i> as well as other AGB newsletters. Each board meeting includes discussion of one or more strategic topics with emphasis on the board's role relative to the issue. The Executive Appraisal Committee of the Board evaluates the President annually. The President reviews and responds to the evaluation. The results of the evaluation are shared with the full Board by the Board Chair and the President. When the Board's annual appraisal is concurrent with the Faculty's review of the President, both groups work to coordinate the areas included in the appraisal as appropriate.</p> <p>See Chapter VIII's discussion of the Board of Trustees.</p>
<p><b>Athletics &amp; Recreation</b> [Advancement] Continued emphasis on addressing recreational and athletic facility "problems."</p>	<p>The <a href="#">Scot Center</a> opened in January 2012. This 123,000-square-foot LEED Gold certified facility includes four intramural courts for basketball, tennis and volleyball; an NCAA regulation 200 meter running track; indoor long jump, triple jump and pole vault; a fitness center with a full array of circuit training stations, traditional as well as elliptical running machines, rowing machines, and free weights; new locker rooms; and new athletic department offices and meeting rooms. Our <a href="#">campus facilities master plan</a>, adopted in June 2012, identifies further improvements to the Armington Physical Education Center to address issues with the pool and main gymnasium.</p>
<p><b>ADA</b> [Advancement] The Team suggests: Consider relocation of the Secretary of the College to a more accessible office. Include in plant strategic plan some consideration to renovation of Galpin Hall to increase access</p>	<p>Administrators and staff in Galpin Hall have adopted a "we will come to meet with you" approach to accommodate individuals for whom accessing Galpin would be difficult. The same approach has been adopted for scheduling of committee or group meetings in Galpin. Our campus facilities master plan includes future plans for <a href="#">renovations to Galpin Hall to improve access</a> (recommendation #19)</p>
<p><b>Parking</b> [Advancement] Inclusion of consideration of parking "problem" in strategic planning</p>	<p>At the time of the 2002 HLC visit, parking was pressing issue due to a construction project that had closed one of our larger lots. Our parking policies are intended to ensure that there is sufficient space for faculty and staff to park. Students are able to purchase parking permits on a first-come first-served basis. Various parking lots are designated for students, faculty/staff, or visitors. The new campus facilities master plan includes a recommendation to <a href="#">"strategically expand parking in various locations on campus"</a>. Since parking remains somewhat limited, it may be a "frustration" at times of the day, but is not a significant issue.</p>

## CHAPTER FOUR: THE COLLEGE OF WOOSTER'S MISSION AND RELATED DOCUMENTS

### CRITERION 1: MISSION

The College of Wooster has an updated and appropriate Mission Statement. In addition, there exist a set of related documents that clarify the mission and allow it to be explicitly applied to the education program. The documents are articulated publicly. They explicitly address issues of diversity and the public good. The documents are the key to current operations at the College. They guide our plans for the future. In the words of the campus, "we have a mission mindset!"

#### CORE COMPONENTS

**The College of Wooster's mission is clear, articulated publicly, and guides our operations. Our mission is articulated publicly and is widely available. [1.A and 1.B]**

**Mission and Mission-Related Documents.** The College adopted a mission and core values-based approach to planning in May, 2009. Existing documents were updated and additions to the planning process were created through a discussion with the entire Wooster community - faculty, administrative staff, students, trustees, and alumni. It truly became an iterative process of reflection and analysis. Fresh articulations of our mission, core values, and vision for Wooster were formulated during discussions in faculty meetings, open forums with faculty and staff, discussions with alumni leadership, and comments provided on drafts of the documents. The Board of Trustees adopted the College's mission, core values, and vision statement on October 10, 2009.

#### **The College of Wooster Mission Statement**

*The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an interdependent global community. We engage motivated students in a rigorous and dynamic liberal education. Mentored by a faculty nationally recognized for excellence in teaching, Wooster graduates are creative and independent thinkers with exceptional abilities to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight.*

The Mission Statement of The College of Wooster is a description of our defining purpose. It contains the key elements of who we are and what we seek to do. The Mission Statement guides the activities of the College. The components of our mission are articulated in other documents including our Vision Statement, our Core Values, our Graduate Qualities, and our Strategic Framework which serves as our strategic planning document.

These documents are intended not only to guide our current activities but they are a major component of our planning for the future. In particular, our Vision Statement is a description of the future to which we aspire.

#### **Vision Statement**

*Our collective endeavor is to prosper as a distinguished independent liberal arts college, to thrive as a vigorous intellectual community, and to create a reputation that reflects our*

*achievements. We seek to be leaders in liberal learning, building on our tradition of graduating independent thinkers who are well prepared to seek solutions to significant problems, to create and communicate new knowledge and insight, and to make significant contributions to our complex and interdependent world.*

The ideas that we hold true, the ideas that inspire our activities, are reflected in our Core Values.

### **Core Values**

***Education in the Liberal Arts Tradition:*** We believe that the most valuable approach to undergraduate education engages each student in a course of study that cultivates curiosity and develops independent judgment, creativity, breadth, depth, integration of knowledge, and intellectual skills in the tradition of liberal education tuned for the contemporary era.

***A Focus on Research and Collaboration:*** At Wooster, faculty and students are co-learners, collaborating in liberal inquiry. Our faculty's commitment to excellence in teaching is nationally recognized for enabling students to realize their full potential as engaged scholars. We embrace unique pedagogical principles at Wooster: that research and teaching are integrated forms of inquiry, and that faculty and students share a common purpose in their pursuits of knowledge, insight, and creative expression.

***A Community of Learners:*** Wooster is a residential liberal arts college. As such, we believe the learning process unfolds on our campus and beyond, in conversations in classrooms and residence halls, libraries and studios, laboratories and on playing fields, and through the relationships that develop between and among students, faculty and staff and which endure long after graduation. We recognize that the very process of living together educates, and that much of the learning that is part of our mission takes place through artistic expression, the performance of music, theater, and dance, athletics, community involvement, and in the myriad student organizations that infuse vitality in campus life. We embrace a holistic philosophy of education and seek to nurture the physical, social, and spiritual well-being of our students.

***Independence of Thought:*** We are a community of independent minds, working together. We place the highest value on collegiality, collaboration, openness to persons and ideas in all of their variety, and the free exchange of different points of view. We vigorously champion academic freedom, and seek to sustain a campus culture where the understanding of each is made more complete through an on-going process of dialogue with others who think differently.

***Social and Intellectual Responsibility:*** As a community of learners, we hold ourselves to high standards of sound evidence, careful reasoning, proper attribution, and intellectual and personal integrity in all activities of teaching, learning, research, and governance. We recognize the privilege of being able, collectively, to pursue the mission of the College. We therefore seek to extend the benefits of learning beyond the campus and beyond ourselves,

*endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment.*

***Diversity and Inclusivity:*** *Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value 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.*

Using both the Mission Statement and our Core Values as a springboard, the College has outlined six characteristics that constitute its Graduate Qualities. If Wooster is fulfilling its mission, then each graduate will demonstrate these six characteristics, recognizing that there will be diversity in the paths students take toward achieving them. These six Graduate Qualities parallel in spirit the Association of American Colleges and Universities' (AAC&U) Liberal Education and America's Promise ([LEAP](#)) [four Essential Learning Outcomes](#) and [AAC&U's seven Principles of Excellence](#). Assuring the distinctiveness of Wooster's Graduate Qualities from the AAC&U's outcomes was essential; we accomplished that through a deliberate process of development in consultation with students, faculty, staff, and alumni.

### **Graduate Qualities**

*Graduates of The College of Wooster should demonstrate the following personal and intellectual capacities:*

#### ***Independent Thinking, through the ability to:***

*Engage in critical and creative thinking*

*Devise, formulate, research, and bring to fruition a complex and creative project*

*Embody the intellectual curiosity, passion, and self-confidence necessary for life-long learning*

#### ***Integrative and Collaborative Inquiry, through the ability to:***

*Synthesize knowledge from multiple disciplines*

*Actively integrate theory and practice*

*Engage in effective intellectual collaboration*

#### ***Dynamic Understanding of the Liberal Arts, through the ability to:***

*Understand disciplinary knowledge in arts, humanities, social sciences, mathematics, and physical and natural sciences*

*Evaluate evidence using methodologies from multiple disciplines*

*Demonstrate quantitative, textual, visual, and digital literacy*

*Employ deep knowledge, insight, and judgment to solve real world problems*

#### ***Effective Communication, through the ability to:***

*Exhibit skill in oral, written, and digital communication*

*Engage in effective discourse through active listening, questioning, and reasoning*

***Global Engagement and Respect for Diversity, through the ability to:***

*Understand the histories, causes, and implications of global processes*

*Engage with the global community through knowledge of a second language*

*Understand and respect diverse cultural and religious traditions*

*Display self-reflective awareness of their role as citizens in a diverse local, national, and global community*

***Civic and Social Responsibility, through the ability to:***

*Appreciate and critique values and beliefs including their own*

*Demonstrate ethical citizenship and leadership and embody a concern for social justice*

*Exhibit a commitment to community and serving others*

The College has developed a set of goals to aspire to if we are to meet the conditions described in our Mission, Core Values, and Graduate Qualities. These goals were put forth in the Strategic Objectives outlined in our [Strategic Framework](#):

**Strategic Objectives**

*We will make progress towards our vision by vigorously pursuing the following objectives:*

*We will Fulfill Our Educational Purpose with Distinction by making continuous improvements in providing a liberal arts education that is distinctive and demonstrably superior.*

*We will Strengthen the Foundation of Our College by:*

- *Securing and enhancing the availability of the human, financial, and physical resources needed to achieve our vision.*
- *Enrolling a residential student body of at least 1,800 students with a steadily improving mix of academic profile, diversity, and discount rate.*

*We will Sustain Our Momentum by developing a campus-wide and sustainable culture of planning as an effective, collective endeavor. We will assess our strategies and revise our actions based on rigorous analysis of our progress, and allocate resources to advance our strategic objectives.*

Strategic priorities/initiatives are action items planned to implement our strategic objectives. Each year the College develops a [plan of action](#) along with budget resource allocation to assure that we achieve our strategic objectives. The priorities are made publicly available along with a progress report on priorities set the previous year.

The mission-related documents are publicly accessible through the College's web site. Key documents are additionally published in the [College Catalogue](#) and in various Academic Registration and Creative Horizons (ARCH) and admissions materials. A question added to the 2010-11 Higher Education Research Institute ([HERI](#)) faculty survey indicated that among full time faculty, 89% reported that they could articulate Wooster's mission. Among Wooster Seniors, 85.7%

(asked as part of supplemental questions to the Higher Education Data Sharing ([HEDS](#)) Senior survey) agreed at least somewhat that they could articulate Wooster's mission.

### **The College's Mission Documents Guide our Operations**

**Academic Programs.** Department and program reviews evaluate the curricula in the context of the mission with a special emphasis on graduate qualities and core values. Each department and program has a mission statement. Each department has or is expected to map its mission statement and student learning and development goals onto the College's graduate qualities and core values.

References to the mission are used in justifying requests for new faculty. As one example, Classical studies (2011) cited the mission and emphasized the contributions a new faculty member would make to initiatives related to global and non-western perspectives. As another example, Communication (2011) requested a new position that would improve their ability to address the mission-related topics of civic and social responsibility as well as global engagement and respect for diversity. Similarly, academic departments and programs seeking funding for capital projects, academic equipment, or specialized technology are requested to state on their applications how the project or equipment would advance the College's mission, a strategic objective, or strengthen their program based on assessment results.

**Student Support Services.** Student support service programs have [mission statements](#) and goals and are going through the same kinds of processes as academic departments wherever possible. That is, they are conducting self-evaluations which require them to align their mission with that of the College.

**Administrative Areas.** Some administrative divisions and departments have formal mission statements (for example, [Development & Alumni Relations](#)), others set priorities in the context of the College's mission and strategic objectives and priorities. Some do not have mission statements per se, as they see their purpose to enable and support the academic and co-curricular work on campus, which in essence, is their mission.

### **Enrollment Profile**

The College of Wooster enrolls traditional undergraduate students in a residential setting. Students are admitted to Wooster based on their academic credentials and their profiles that make them likely to succeed as "leaders of character and influence." [Questions](#) asked in the applicant review process include, "Will this applicant be successful given the rigorous and challenging academic environment the student will experience? Will this student meet his or her potential in all aspects of the Wooster educational experience? And will this student make contributions to The College the leaves it a better place after four years? Although the Mission Statement is not explicitly addressed in the materials we provide to prospective students, the "spirit of the mission is represented " in all aspects of the admissions work (Vice President for Enrollment and College Relations at the January 18, 2012 Admissions/Enrollment/Marketing [Working Group Meeting](#)).

As can be seen in the Figure below (taken from the [2011-2012 IPEDS report](#)), students admitted to Wooster are comparable to students at GLCA schools in terms of their preparation for college as indicated by SAT and ACT scores.

Table 4.1

*Scores of First-Time, Degree Seeking Undergraduate Students: Fall 2011*

Test	25th Percentile		75th Percentile	
	Wooster	GLCA	Wooster	GLCA
SAT Critical Reading	550	530	670	660
SAT Math	550	550	660	670
ACT Composite	24	24	30	29
ACT English	24	23	31	30
ACT Math	23	23	28	29

A key element of how the enrollment profile aligns with the mission is in the diversity of the student body. The results of our efforts can be seen in our enrollment data. For example, the figure below shows that we have increased the number of International and U.S. Multiethnic Students enrolled at the College and the increase correlates with our focus on mission and planning that began in 2009. Even so, we still slightly lag behind our peers in this regard and efforts are underway to increase the diversity of our profile.

Table 4.2

*Percentage of International and U.S. Multi-Ethnic Undergraduate Degree Seeking Students Enrolled*

	Year										
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Wooster	15	15	14	12	13	12	15	17	14	21	22
Ohio 5 Mean	17	17	18	17	17	15	19	20	23	23	
GLCA Median	12	13	13	13	14	12	16	18	21	22	

**The College’s mission reflects our understanding of the relationship between the College and a diverse, globally interconnected society. [1.C.1 and 1.C.2]**

The importance of addressing the diversity of society is reflected in several of our mission-related documents:

- From our Mission Statement: “The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an **interdependent global community.**”
- From our Core Values: **Diversity and Inclusivity:** Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value 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.

- From our Graduate Qualities: **Global Engagement and Respect for Diversity and Civic and Social Responsibility**
- From Strategic Objective I: **Diversity and Inclusivity**: Wooster actively seeks students, faculty, and staff from a wide variety of backgrounds, starting places, experiences, and beliefs. We believe that achieving our educational purpose is only possible in a diverse community of learners. Therefore, we value 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.

The College has instituted a number of programs and processes to address the issues of diversity outlined in mission-related documents. Many of these are coordinated through the **Center for Diversity and Global Engagement**. Programs include:

*The Office of International Student Affairs.* The Office of International Student Affairs ([OISA](#)) supports international and exchange students, global nomads, and language assistants as they adjust to a new culture, as well as encourages and celebrates their unique contribution to the campus community and beyond. They put out a regular newsletter, distributed widely by email to the campus community, about these issues.

*The Office of Multi-Ethnic Student Affairs.* The Office of Multi-ethnic Student Affairs ([OMSA](#)) provides support services and programs for students of color on an individual and group basis. These services include ongoing individual advising as students encounter academic, financial, personal and social concerns. OMSA also assists multi-ethnic student organizations on campus in an advisory role. Consistent with the College's commitment to diversity, the OMSA works to promote dialogue and positive intercultural and interracial experiences for all members of the College community. Campus-wide programs include prominent guest speakers, cultural celebrations, and community education workshops.

*Off-Campus Study.* [Off-Campus Study](#) is a vital dimension of a Wooster liberal arts education, providing students with a forum for developing a diverse and global perspective. Off-campus study is not a "time-out" for students, but rather a chance to spend a semester, summer, or full year learning about themselves and the communities in which they live, and exploring and deepening knowledge in an academic area of interest. The office of Off-Campus Studies facilitates this by promoting global events on campus, advising students about off-campus study and study abroad opportunities, facilitating both domestic and international off-campus study and study abroad, and by helping students prepare for their experience, and "keeping their experience alive" back on campus.

*The Ambassadors Program.* Each year the [Ambassadors Program](#) selects five international students or global nomads from The College of Wooster to serve as Ambassador for their homeland. The Ambassadors create presentations covering their countries, cultures, and current events that are available to the local community at no cost. All presentations are designed to be interactive and include photographs, books and cultural artifacts. People are

encouraged to ask questions, to touch, and to explore. Presentations can be tailored to fit the unique interests of the members of the group.

In addition to the programs listed above, the College has addressed the role of diversity of society in a number of other ways. A sample of these is listed below.

- Students at The College of Wooster are required to take courses that address issues of diversity. (Details of these requirements are outlined in Chapter 6.)
- Global Engagement. Global Engagement is one of our institutional strategic objectives. Since the late nineteenth century, we have had a strong international presence throughout campus and in our classrooms. Our first international students came to Wooster in the 1880s, and today we enroll over 120 students from more than 35 countries. Our international faculty and staff hail from countries as disparate as India, The Netherlands, Senegal, and Mexico. Each semester around 180 students from a variety of disciplines choose to study abroad, and around 35% of each graduating class has had an off-campus experience.
- The Wooster Forum events, held in conjunction with First Year Seminar, provide diverse perspectives on a [theme](#) which changes every year.
- In planning for [faculty searches](#), the chair of the department must submit to the Provost a plan to attract diverse candidates. This plan must be approved before the search can begin.

### **The College's mission demonstrates our commitment to the public good. [1.D.1 and 1.D.3]**

The College of Wooster is dedicated to the education of undergraduate students in a liberal arts setting. We realize, however, that the College must engage with both local and global communities of interest. This is reflected in several of our mission-related documents:

- *From our Mission Statement:* The College of Wooster is a community of independent minds, working together to prepare students to become leaders of character and influence in an **interdependent global community**
- *From our Core Values: Social and Intellectual Responsibility-* ... We therefore seek to extend the benefits of learning beyond the campus and beyond ourselves, endeavoring to analyze problems, create solutions, exercise civic and intellectual leadership, and contribute to the welfare of humanity and the environment
- *From our Graduate Qualities: Civic and Social Responsibility*

The College engages with its external constituencies in a variety of ways. The local community is invited to participate in different programs, most of which are part of our regular education or extracurricular programs. A [sample](#) of these programs is listed below.

- The Wooster Forum
- Academy of Religion
- Tuition-Free Community Audit Program
- Speakers
- Student recitals, plays, dance performances etc.
- Sporting events

- Art Museum
- Theatre
- Lily Projects
- Ambassadors Program
- I.S. abstracts and other research results made available to the public
- Wooster provides student teachers for local schools through the Education Department
- Several classes involve service learning in the community
- Service projects during student orientation and many volunteer initiatives enhance the broader community.
- The College Library is open to the public.

The College also engages the community through a series of programs that are joint ventures between the College and the public. Some representative examples are included below.

- Great Decisions
- Faculty-led trip to Kenya held in conjunction with the Rotary Club
- Applied Mathematical Research Experience (AMRE) Projects
- Ohio Light Opera
- We support and participate in the Wooster Jam/Ethnic Fair
- Social Entrepreneurship Program
- Global Social Entrepreneurship Program

Finally, there are a number of programs that exist primarily as outreach to the community. A few examples are included below.

- Camps
- Conferences
- Community Dinners
- Wooster Volunteer Network
- Residence Life Community Service – Snug in Their Beds Project
- End of term Goodwill collection project (students' gently used clothing, furnishings, electronics that they're not taking home are given to Goodwill)
- The College has collaborated with Embracing our Differences Ohio.
- Admissions Projects bring middle school students to campus
- Scots in Service
- The College Nursery School is open to the community.
- Radio station

**We have no investors, parent organization, or supporting external interests. [1.D.2]**

#### **PERSPECTIVES FROM THE CAMPUS**

- *Overall the College seems to have created and functionalized its mission effectively. [faculty]*
- *The College is doing a far better job of keeping the mission statement in the public eye-- particularly through the use of the website, ARCH [faculty]*

- *I believe additional campus wide communication sharing repeatedly our mission and particularly how departments are integrating our mission into tasks. This integration seems to be missing in staff activities and departments. Perhaps campus signage or informal fliers via campus mail and web news can inform us all. [staff]*
- *We have a “mission mindset” [Financial Advisory Committee]*
- *Our educational program is “purpose driven”: We inspire purpose; we have a seriousness of purpose that instills a sense of responsibility in students, and leads them to vocation (“calling”) and meaning in their lives. [Horizon Group]*

### **SUSTAINING OUR MOMENTUM: STRENGTHS, OPPORTUNITIES, CHALLENGES**

Since our last self-study, the College has become much more mission-driven. There exists a mission mind-set at the college. We are deliberate in our activities and plans are made in the context of our mission. The consequence of these changes is a campus that is much more focused on our key mission. An opportunity exists to make explicit the connection between the activities of all groups on campus and our mission.

Diversity issues figure prominently in our mission and College activities. In spite of this emphasis, however, some issues appear to remain. Interestingly, these issues have not come up in surveys or in our other assessment methods, but rather have been relayed through anecdotes shared at meetings on campus. These occasional comments suggest that we need to work even harder to ensure that minority students feel welcome in all areas across campus. We see this as an ideal time to re-evaluate our diversity work so that we can identify the best steps to take as we move forward.

## CHAPTER 5: A COMMUNITY OF INDEPENDENT MINDS, WORKING TOGETHER

### CRITERION 2: ETHICAL AND RESPONSIBLE CONDUCT

The College of Wooster acts with integrity. What we do and how we do it, is both ethical and responsible. We value being a community of independent minds who work together, with this work guided by our Mission, Core Values, and our emerging campus ethos – the Wooster Ethic. During the past five years, we have evaluated and strengthened our governance structures and processes; reviewed, revised, and added policies and procedures with the intent of emulating the principles in our Mission, Core Values and the Wooster Ethic; seized the opportunity of the Web to share policies, procedures, and information about us with our various constituencies; launched programs to raise awareness of research ethics among faculty, students, and staff as is appropriate and fitting for our emphasis on mentored student research; and have made special focus on promoting the Wooster Ethic and Civility Statement among students, faculty, staff, parents, and alumni. We need to continue to make the Wooster Ethic more of the fabric of the College, take a focused look at our plethora of policy statements and guidelines with an eye towards consistency and simplicity, and use technology to more effectively organize and communicate our policies and procedures.

#### CORE COMPONENTS

**The College operates with integrity in our financial, academic, personnel, and auxiliary functions. We establish and follow fair and ethical policies and processes for our Board, Administration, faculty, staff, and students. [2.A]**

The [Wooster Ethic](#) is the campus ethos. It, our mission, and our core values are the principles that guide our work. Not unlike other colleges, Wooster has several policies and procedures, many of which were added or revised during the last five years as we sought to improve our operations and clarify the responsibilities of, and the expectations for, members of our College community.

The Wooster Ethic was adopted six years ago by campus referendum. New students are introduced to it during the summer ARCH program and fall orientation. We then invite them to join the Wooster community by adding their signatures to the Wooster Ethic book during a formal signing ceremony. Faculty members often cite the Ethic in their syllabi, and it has been incorporated by reference in some College policies. Despite the tradition of the ceremony and increasing frequency of reference, the Ethic remains in the early stage of use and understanding by the College community. In response, in 2010-11 a group of students formed “The Wooster Ethic Committee,” which works to raise awareness of the Wooster Ethic and make it more integral to campus life. For example, the Committee sponsored [“Civility Week”](#) during February 2012 which included several activities including a Wooster Ethic signing ceremony for all members of the campus community as well as informational displays.

The [Civility Statement](#) expresses the College community’s commitment to respecting diversity and keeping the campus a safe environment for all. It is found in the College Catalogue.

New students and parents are introduced to the Civility Statement during orientation. We have not promoted the Civility Statement as much as the Wooster Ethic; however, an awareness campaign including activities and communications is planned for spring 2013.

The College's non-discrimination policies are outlined in detail in the [Handbook of Selected College Policies](#). These policies pertain to admissions, enrollment, and employment, and prohibit discrimination or harassment based on gender, ethnicity, race, color, disability, creed, religion, national origin, age, veteran status, sexual orientation, or political affiliation.

With the recent appointment of the Secretary of the College as the College's Title IX coordinator, we are reviewing our current sexual assault and harassment policies. Our goal is to establish a statement of zero tolerance for sexual misconduct and disrespect and to become a model campus for our programs in awareness, prevention, and victim support. Ultimately, we want to be known as a community that respects diversity in all its forms, including gender identity.

In keeping with the College's commitment to the highest possible standards of ethical and legal business conduct, we have established an ["Ethics Policy"](#) which commits College officers, trustees, and employees to abide by federal and state laws and regulations as well as College policies in the performance of their duties. The policy includes a provision for individuals to raise concerns about unethical or illegal conduct on the part of a member of the College community (an ethics or "whistleblower" hotline). In the last year, the hotline was used once.

Through education, awareness, and example we encourage members of the College community to adopt and act in accord with these principles. We also recognize that we need to provide avenues for individuals to report alleged or actual violations of these principles, without fear of retaliation. We do not have a single "non-retaliation" policy; however, non-retaliation provisions are found within the "Non-Discrimination Policy," the "Sexual Assault Policy," the "Sexual harassment Policy," and the "Ethics Policy."

**How We Provide Information About Our Policies and Procedures.** Information about our many policies and procedures is made available to all College employees, students, and prospective students and their families in both electronic and paper format. Specifically,

*With respect to all College Employees.*

Both the [Faculty Handbook](#) and [Handbook for Support and Administrative Staff](#) outline College policies when it comes to terms of employment, evaluation, salaries/wages, benefits programs, and general College policies. The College's websites provide comprehensive information on College operating policies for both Faculty and Staff. Every employee of The College of Wooster who has purchasing or purchasing approval authority is required to sign the [Conflict of Interest Policy](#). Purchasing system access is suspended for individuals who do not complete an updated Conflict of Interest form each year.

*With respect to Faculty.*

The [Faculty Handbook](#) includes a series of “handbooks” that include *The Statute of Instruction* (“*The Statute*”), the *Handbook for Faculty Advisors*, the *Handbook for Independent Study*, and the *Handbook for Off-Campus Study*. These handbooks and *The Statute* outline several policies and procedures relating to the duties and rights of faculty, faculty evaluation, the role and responsibilities of faculty as advisors, and the objectives, policies, and responsibilities of faculty for advising Independent Study. The *Handbook for Off-Campus Study* provides policy and procedural guidance for faculty in regard to the College’s Off-Campus Study program. The *Faculty Handbook* also includes a section that describes various College resources and services, and the policies and procedures that pertain to each. These resources and services range from provision of faculty offices, to the Libraries, purchasing and contracts, personal charge accounts, parking, use of College facilities, and technology services.

*With Respect to Students.*

[The Scot’s Key](#) and the [Code of Academic Integrity](#) describe what students need to know regarding issues of academic integrity. Although the *Scot’s Key* is only available to students on-line, they are encouraged to read and understand it. The College’s Judicial System is another means of educating students about the fair and ethical practices that must be adhered to regarding academic work. The judicial system is explained and outlined to students as they arrive on campus and reiterated at the time of any judicial case.

*With Respect to Prospective Students.*

Procedures for admission for first-time, first-year, transfer, and international students are outlined on the [College’s website](#) and the *College Catalogue* (the “Catalogue”). The *Catalogue* provides detailed information about recommended distribution units (high school courses), transfer credit, and Advanced Placement test policies (*College Catalog*, p.253). For transfer students, information about requirements for credit to transfer is outlined on the website. Information about the [College’s standardized test policy](#) is also provided for prospective students. The *Catalogue* outlines the College’s policies for appeal of an admissions decision (*Catalogue*, p.259). Similarly, information about how to apply for financial aid is provided on the [Office of Financial Aid’s website](#).

*With Respect to the College’s Auxiliary Functions.*

The College self-operates several auxiliary services functions including a bookstore, food service, conference services, a golf course, and a lyric theatre festival. College policies apply to each, and each has its own internal policies which guide operations. For example, the Wilson Bookstore has a [Code of Buying Ethics](#) which each employee must read, sign, and adhere to. Members the Ohio Light Opera, the lyric theatre company, are considered College employees during the season, and thus must adhere to the policies and guidelines

set forth by the College. Hospitality Services, which provides food, catering, vending, and conference services, has a number of well-established policies in place with regard to food purchasing and distribution.

**The College presents itself clearly and completely to our students and to the public with regard to our programs, requirements, costs to students, faculty and staff, controls, and accreditation relationships. [2.B.]**

Our [website](#) is the primary medium through which we present the College to prospective students and their families, the public, and our faculty, staff, and students. For external audiences, the website is easy to access and understand; however, our increasing use of it for our external audiences combined with our growing reliance on our internal wiki has made it difficult for internal audiences to locate information easily. A revision of the website and launching a much needed Intranet in Fall 2013 should alleviate our growing frustration.

The Office of Marketing and Communications produces [Telling Wooster's Story](#), which provides guidance to faculty, staff, alumni, parent volunteers, and board members about those characteristics of the College that make us “distinctive,” the core messages, and the evidence that supports them,

The College course catalogue is available in hard copy in the Dean of Students Office, Library, Office of Academic Affairs, and on the [website](#). The *Catalogue* describes in detail the requirements and programs available to students, faculty, and staff. Past catalogues (archives) are also available on the website.

The College's [Alumni magazine](#) highlights various College programs, people, and stories of interest about the institution. There are a variety of articles that cover many aspects of college life.

The Admissions Office is a consistent point of contact for all prospective students with Wooster. Many students' first contact is through the College's website. After that, most go to the Admissions office to gather information and/or take tours of the campus. We are implementing [enrollment](#) and [marketing](#) plans that continue to focus our communications with and information for prospective students and parents. It is our goal to convey our mission, distinctive educational approach, and community to students in ways that provide them with a clear understanding of the Wooster experience.

**Our governing board of the institution is sufficiently autonomous to make decisions in the best interest of the College and to assure the Board's integrity. [2.C.] (see 5.B.)**

**Wooster is committed to freedom of expression and the pursuit of truth in teaching and learning. [2.D.]**

Our [Core Values](#) of “Independence of Thought” and “Social and Intellectual Responsibility,” discussed in Chapter 4, are the evidence of our commitment to academic freedom, freedom of

exchange of thoughts and ideas, and the standards to which we hold ourselves in our pursuit of our core mission. These core values are reflected most notably in our academic and student policies, which are outlined in the College Catalog and on the College website.

*The Statute* includes a section on “Academic Freedom” (Section 9, p.18). *The Statute* also describes the policy in the event that there is question about whether a person (or group) should speak on campus. The *Handbook of Selected College Policies* includes policies that address partisan political activity on campus, non-discrimination and complaint procedures, and professional conduct.

**Wooster ensures that our faculty, students, and staff acquire, discover, and apply knowledge responsibly. [2.E.]**

**We provide effective oversight and support services to ensure the integrity of research and scholarly practice conducted by our faculty, staff, and students. [2.E.1]**

The College has a Human Subjects Research Committee (HSRC) (similar to an institutional review board); its policies and procedures are outlined on its [website](#). We also have an Institutional Animal Care and Use Committee (IACUC) composed of three faculty members and the Provost. This committee works to ensure ethical practices in experiments involving animals.

We continue to establish and revise our guidelines to assist faculty and students in understanding the requirements relating to the practice of research. For example, faculty serving as principal investigators on grants are guided by a [“Proposal Checklist for Principal Investigators”](#) that outlines the steps in the process, pertinent reviews by campus committees or external agencies, coordination points with College offices, and timelines for review. [Departmental Independent Study handbooks](#) outline the process and requirements of completing an I.S. within a specific department or program, including points at which review by the department or a College committee, such as the HSRC or IACUC are necessary.

We have been actively focused on raising awareness of “Research Ethics” among faculty, students, and staff, with our initial emphasis in the sciences and social sciences. Prompted by requirements established by the NSF for funding of student research, STEM chairs and the Dean for Faculty Development have been exploring more robust training in research ethics. The group has evaluated several on-line tools such as the Collaborative Institutional Training Initiative (CITI) and Ethics CORE. The group has decided to develop a two-pronged approach to research ethics education, including presentations by Wooster faculty and completion of on-line courses. We are exploring integrating this ethics training into Junior Independent Study courses in the sciences.

**We offer students guidance in the ethical use of information resources. [2.E.2]**

The [Libraries “LibGuides” online resource site](#) provides information on citing sources correctly. First-year students are introduced to library and information resources and the principles of appropriate use during their First-Year Seminar classes, where they participate in sessions with the Libraries faculty. Students in discipline-specific research courses may attend

sessions with Library faculty who have expertise in that discipline. In addition, they sometimes attend sessions conducted by their professors on research and information resources.

Each fall, the Dean of Students and Chief Information and Planning Officer provide students with information about [“Copyright Infringement,”](#) primarily policies and guidelines regarding illegal acquisition or sharing of copyrighted media. This information, coupled with a “progressive” notification system, has resulted in a significant decline in the number of “RIAA” notices received by the institution.

### **We have and enforce policies on academic honesty and integrity. [2.E.3]**

The College has an academic integrity policy requires faculty to communicate expectations in the classroom. We have suggested syllabus statements to inform students of the policy and procedures to be followed in the case of a violation of the [Code of Academic Integrity](#). The Code also clearly states that, “each faculty member shall develop and maintain an academic atmosphere conducive to academic integrity.”

The [Faculty Handbook](#) denotes a range of acts that are grounds for faculty dismissal, among them are plagiarism and academic fraud (*Statute*, p.12). Faculty members are required to acknowledge work contributed by students to scholarly products. The Faculty Handbook also includes information related to copyright. The College’s [Intellectual Property policy](#) provides a comprehensive list of the types of works or inventions that maybe considered under the policy, definitions of common terms used when referring to intellectual property, and it describes the rights and responsibilities of both the College and the inventor or author. The Intellectual Property policy applies to faculty, staff, and students.

The College’s policies on Academic Honesty and the Code of Academic Integrity are outlined on the [website](#) and in the *Scot’s Key*. Our code expects that each student and member of the faculty has an individual responsibility to uphold the Code of Academic Integrity. Therefore, each individual has the responsibility for confronting an issue of academic dishonesty personally. The Code of Academic Integrity provides students and faculty with resources for counsel and a variety of means for addressing the alleged violation of policy.

The [Staff Handbook](#) outlines a range of policies involving integrity. For example, there are policies prohibiting harassment, nepotism, sexual relationships with students, hazing, and assault. Procedures for addressing alleged violations of these policies are outlined in the Staff Handbook.

### **PERSPECTIVES FROM THE CAMPUS**

Requests for comments from a campus community on how well we are meeting a criterion that addresses “ethics” and “responsible conduct” will undoubtedly elicit a wide-range of opinion, some of it passionate. Students, faculty, and staff were generally positive about the College in this regard, though there were a few comments, worth noting, that suggested we may not be doing as well in this area as we could. A sampling of the comments we received from the campus include:

- *The College of Wooster is home to many ethical students. Both in academics and in how students treat each other. [student]*
- *[in the self-study] you are addressing the numerous faults of the Scot's Key and Wooster Ethic which is good. You're not sugar coating it too much. [student]*
- *It is my opinion that the CoW staff and faculty arrive each and every day to lead by example in our dealings with each other, to show our students that integrity matters. [staff]*
- *The Wooster Ethic is the first thing I was introduced to about Wooster at freshman orientation. While the school does emphasize its importance, I still think it is a struggle for students. I think it is something we must continue to pay attention to and be reminded of in our later years. As a junior, I feel like the Wooster Ethic is not prominent or mentioned. [student]*
- *It [the judicial system] wasn't very well articulated to me at all when I arrived on campus. [student]*
- *I think it sounds right on. We have good benefits and they keep us up on everything that is going on on campus. I just think us workers should have a parking spot where we work. [staff]*
- *I think these conduct codes are important and set good standards [student]*
- *Evaluation, salaries, and wages are judged unfairly because of favoritism of the management. [not indicated]*
- *The school's curriculum encourages students to "embody a concern for social justice." Re: salary competitiveness, how do we embody that concern for all employees, not only faculty? [staff]*
- *I think the College of Wooster is headed in the right direction...we just need to keep the same track and keep moving forward so we can make the College the best it can be. [alumni]*
- *In regard to the website, I think it can be difficult to locate where information lives, but [I] know it's there. The College has improved in the area of informing faculty, staff, and students. [staff]*
- *I don't have any suggestions. Wooster does a fantastic job promoting fair and ethical policies, and this is reflected in the document. [staff]*
- *I feel we are kept more informed now than ever. [staff]*

## SUSTAINING OUR MOMENTUM: STRENGTHS, OPPORTUNITIES, CHALLENGES

As noted, the Wooster Ethic is our ethos. We have made progress in raising awareness of it and integrating it with our policies. Making the Wooster Ethic more of the fabric of the College is a specific initiative within our Community of Learners strategic initiative. Work on this continues; it may be that if we want all students, faculty and staff to embrace the Wooster Ethic then we need to do even more than the current student-led initiative to make it a part of the campus culture.

During “read in” students told us that we do a very good job at raising awareness of the Wooster Ethic, academic policies, and the Scot’s Key, but do not do as good a job at explaining our judicial process to them.

We have done a very thorough job at identifying, reviewing, revising, and “filling in the gaps” with respect to policies and procedures. As the self-study working group collected evidence on our policies and procedures, it found that we have many policies and procedures that are scattered across a number of “policy” documents. Some policies were outdated and inconsistent with each other; sections of some policy documents, such as the *Faculty Handbook*, were outdated. It may be prudent, and efficient, to consider using a “content management” approach to organizing and cross-referencing policies.

Related to this is the issue of “communicating” policies and procedures. This, as the working group found, has two dimensions. The first is that not all employees have ready access to a computer at work; thus we need to be mindful that we may not yet be ready to go completely “electronic” for all communications and documents. College offices, notably the Human Resources Office, make paper copies of policies and documents available to employees upon request. Second, in a community meeting conducted by the working group, staff members noted that we are inconsistent in how and when we notify the campus community of new or changed policies.

The evidence found by the working group suggests that we do, in fact, have all the policies that our external agencies would expect us to have; however, evidence of their effectiveness is often anecdotal. Operationally, we have been focused on ensuring we have policies in place, particularly for compliance and for conducting business. Many of these policies are new within the last three years; a review of whether they are achieving their intent and the “institutional effort” expended to follow them is suggested.

While initial efforts are underway under the leadership of an interim director of human resources, the College would benefit from an extensive review of human resource policies and benefits, particularly where there are perceived issues of fairness or inequity. As examples, faculty and staff suggested the following human resource policies be given consideration:

- that for a couple both employed by the College, new parenting leave is available to only one parent; if they worked at different places, they both would be eligible for parenting leave;
- employees with dependents are eligible for tuition benefits for their dependents; employees without dependents do not have the opportunity to take advantage of the benefit or receive compensation in lieu of the benefit;

- Library faculty may only take their leaves during the summer months, this does not afford them the opportunity to learn from their colleagues during the school year or see the activity of other school libraries when school is in session. Other faculty can take leave during the academic year; and
- there are differences between the grievance procedures for faculty and staff, most notably, in how and to whom grievances are addressed.

As prospective students and families rely on institution websites for complete information about admissions and financial aid requirements, providing more specific information, of the nature found in the *Catalogue*, would facilitate prospective students and parents understanding of Wooster's requirements for admission. This information should provide greater clarity as to the purposes of required submittal of official high school records, namely, that these documents assist in verifying student completion and to meet federal requirements.

At the time the working group conducted its research, it noted reported inconsistencies in how the campus climate and community relations are described to prospective domestic students of color. Student statements during campus discussions during the 2011-12 academic year suggested that students recruited as POSSE and Allen Scholars report a different campus experience from what was described to them or experienced by them during the recruitment process. Given the College's initiatives in diversity and global engagement, and the increasing diversity of our students, it is important that we continue to both improve campus climate for diversity and provide prospective students, who may be from communities unlike Wooster, additional information about and opportunities to experience the campus and community prior to deciding to enroll.

As we depend more and more on the "Web" as a repository for College of Wooster information for all of our constituencies and audiences, we find that our website becomes more "cluttered" and more difficult to navigate, especially for campus users seeking "internal" information. Other institutions have "split" their sites, having one that is for external audiences (prospective students, alumni, media) and an "intranet" for students, faculty, and staff, and given the observation about organization of policies, above, we may be best served by splitting our Web content and responsibilities for developing, maintaining, creating content, and supporting users in organizing and presenting information to our external and internal audiences.

**CHAPTER 6: EDUCATION IN A LIBERAL ARTS SETTING**  
**CRITERION 3: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT**

The College of Wooster has as its primary mission the education of undergraduates in the tradition of the liberal arts. The education program is designed to instill outcomes known as our Graduate Qualities in Wooster students. The Wooster education is built around a mentored educational experience and culminates with Independent Study. Our faculty is qualified and engaged in teaching, research, and service. The advising process at Wooster begins before students take classes via ARCH, it follows a developmental trajectory, and is supported by our new APEX program. The dedicated staff at Wooster supports the functions of the college. The co-curricular and extra-curricular activities at Wooster provide students with an enriched educational experience.

**CORE COMPONENTS**

**The College of Wooster demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to our educational programs. [3.B; 3.A is addressed in Chapter 7]**

**The general education program is appropriate to the mission, educational offerings, and degree levels of Wooster. [3.B.1]**

**The College 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 Wooster or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that Wooster believes every college educated person should possess. [3.B.2]**

Approximately 10 years ago, The College of Wooster developed a philosophy of education that is captured in *A Wooster Education*. This document outlines our philosophy of a liberal arts education, a rationale of the educational theme “from FYS to I.S.” (i.e., First Year Seminar to Independent Study), and the Bachelor of Arts degree requirements.

It is important to note that Wooster’s [Graduate Qualities](#) offer a clear articulation of the expected outcomes described in *A Wooster Education*. The Graduate Qualities additionally [connect](#) our general education requirements to our Mission. The specific outcomes detailed in the Graduate Qualities are also intended to facilitate assessment. Departments and programs have begun the process of mapping their course offerings to the Graduate Qualities. As one example, in the spring of 2012, the Educational Policy Committee (EPC) formed a subcommittee to consider the relationship between FYS and the Graduate Qualities. They have created a working document with suggestions for minor changes to the [language of the FYS description](#). These changes will make the goals of FYS more congruent with the Graduate Qualities. Departments and programs are also beginning to link their learning goals and map their curricula to the Graduate Qualities. This process will be completed during the 2012- 2013 school year.

*A Wooster Education* contains not only the list of categories for degree requirements, but also the rationale behind each requirement and the criteria needed for a course to fit a specific degree requirement. Each department's degree requirements and learning outcomes are grounded in that document.

[The College of Wooster Catalogue](#) outlines the degree requirements for each major, minor, and program. Departments have provided brief philosophical approaches to their discipline, along with a list of courses that can be applied to the major, minor, or program. Each course description contains a succinct summary of that course and a notation for the College's general degree requirements that are fulfilled by enrolling in that particular course.

**The College has in place processes to ensure that learning goals are addressed in courses.  
[4.B.1 – first part]**

- FYS syllabi contain learning goals: In the spring of 2011, the Director of Educational Assessment [analyzed FYS syllabi](#) to see if learning goals were listed. She also analyzed whether the learning goals on syllabi were consistent with the stated institutional goals for FYS (writing and critical thinking). While the vast majority of syllabi list goals, the Dean for Curriculum and Academic Engagement is working to get us to 100 percent. In FYS faculty training, he makes it clear that all faculty must include learning goals and he contacts faculty who fail to do so to ensure that they will in the future.
- Many faculty members include learning goals on their syllabi for all of their courses. Some departments require them to do this while others simply encourage it. EPC and the Assessment Committee also encourage faculty members to include learning goals on their syllabi. In accordance with College policy, faculty initiating [new courses](#) at the College are required to submit a full course proposal along with a draft syllabus and learning goals to the EPC. Currently, however, there is no mechanism in place to ensure that faculty who are teaching already-approved courses continue to list learning goals.
- New faculty attend a workshop on “How to Write a Syllabus” as part of the New Faculty Orientation. In addition, although senior faculty are not required to submit yearly syllabi to Academic Affairs, junior faculty are required to submit to the Office of the Provost all syllabi for courses taught as part of the tenure review process. The College does not have a formal requirement that syllabi be submitted to the Office of Academic Affairs as our premise is that faculty members are responsible for their syllabi. Additionally, we assume that departments review syllabi as part of assessment, program review, and faculty review.
- All departments have learning goals and most make them available on the web. Departments are encouraged to publicize their learning goals widely. The College also encourages faculty to link course learning goals to departmental learning goals and to the Graduate Qualities. In the spring of 2012, the Assessment Committee hosted a well-attended (over 40 people) brown bag on mapping Graduate Qualities onto departmental learning goals.
- The College's learning goals, as expressed by the Graduate Qualities, are clearly stated on the website and in the catalogue. They are also widely distributed and discussed with incoming students and their families during the College's summer advising and registration

program, Academic Registration and Creative Horizons (ARCH). One hundred percent of students and parents who completed an [evaluation form](#) after their ARCH session said that they either “strongly agreed” or “agreed” that the programming helped them understand the Mission and Graduate Qualities.

Existing data allow us to compare Wooster general education outcomes to the outcomes reported in the [Annapolis Group’s “Value and Impact of the College Experience” Comparative Study](#). This study gauged the perception of alumni toward their undergraduate education. In Table 6.1 below, as well in other figures referencing the Annapolis Group study, Wooster compared itself with the members of the Annapolis Group who participated in the project, other private universities, top 50 public universities and a group of flagship public universities. Annapolis Group alumni generally rated their satisfaction with the overall quality of their education higher than alumni at other schools. Wooster alumni reported even higher satisfaction.

Table 6.1  
*Satisfaction with the Overall Education Received*

Group	Percentage of Alumni Reporting ‘Satisfied’ or ‘Completely Satisfied’ with Overall Education
Wooster	99
Annapolis Group	96
Private Universities	93
Top 50 Public Universities	88
National Flagship Publics	88

**Every degree program offered by Wooster engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. [3.B.3]**

The College’s Graduate Qualities are reflected in the various degree requirements, and these degree requirements aid in developing the ability to collect, analyze, and communicate information, along with developing the initiative for critical inquiry. All of this is done with the knowledge of a diverse and ever-changing global community. Specifically, the College has a developmental approach to engaging students in a process of critical inquiry. Our approach begins during First Year Seminar when students receive purposeful faculty mentoring with a focus on the development of their writing skills. In the junior year we require a one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study. The structure of this course depends upon the discipline and includes a variety of pedagogical formats, such as one-on-one mentoring experiences, small seminars, and labs.

Senior I.S. provides the final tier, and it focuses on sustained creative inquiry in order to bring an individual project to completion through written, oral, or digital communication. Other courses and opportunities provide students with the background knowledge and experience to transition from First-Year Seminar to Senior I.S. Specific note of the [Sophomore Research Experience](#) is warranted in this regard. The sophomore research experience provides students who

apply and are accepted into the program an opportunity to work with a professor on a research project. This is a fairly large program. For example, during the 2010/2011 school year, there were 81 positions offered with another 19 offered in the summer of 2011. The sophomore research experience aids in the transition to, and preparation for, Independent Study.

In large part because of the required I.S. program, all Wooster alumni reported participation in Independent Study and/or faculty research projects when enrolled at the college. (See Table 6.2 below, which is based on a comparison to the Annapolis group study.)

Table 6.2  
*Participation in Faculty Research or Independent Study*

Group	Percentage of Alumni Reporting Participation in Research
Wooster	100
Annapolis Group	56
Private Universities	42
Top 50 Public Universities	34
National Flagship Publics	35

No matter what their major, all students at the college have the opportunity to follow this trajectory.

Special note should be given to writing in this context. The requirements from FYS to writing intensive course to I.S. emphasize writing and Table 6.3 below (a comparison to the Annapolis study) indicates our alumni view the Wooster education as effective in developing writing skills.

Table 6.3  
*Learning to Write Effectively*

Group	Percentage of Alumni Reporting “High Effectiveness” in Learning to Write Effectively
Wooster	89
Annapolis Group	86
Private Universities	76
Top 50 Public Universities	66
National Flagship Publics	67

## **The education offered by The College of Wooster recognizes the human and cultural diversity of the world in which students live and work [3.B.4]**

The College of Wooster's Mission Statement specifies that a common institutional goal is to "prepare students to become leaders of character and influence in an interdependent global community." From the Mission, three of our Graduate Qualities directly emphasize the message of diversity, with the other three indirectly impacting global diversity.

- "Global Engagement and Respect for Diversity" focuses on the historical, cultural, religious, language-based diversities in the world today, all the while attempting to enable students to be self-reflective global citizens.
- "Civic and Social Responsibility" draws attention to the need for social justice, commitment to community, and an appreciation of diverse belief and value systems.
- "Effective Communication" prompts students to engage in discourse through oral, written, and digital communication. Due to the College's language requirement and programs such as the Cross Cultural Connections, this discourse can be in a number of languages, focusing on many different cultures.

Generalized curricular goals are outlined in *A Wooster Education*, which includes a discussion of liberal arts educational objectives such as responsible citizenship so that students can meaningfully contribute to their communities. Courses, therefore, are initiated that directly address these liberal arts education goals, provide students with needed skills to impact global engagement, and increase student knowledge of diversity. The Spring 2013 course offerings included 60 courses from 15 different departments/programs that explicitly addressed issues of cultural area differences. Degree Requirements (Bachelor of Arts) mandate student enrollment in courses in a Foreign Language (unless the student tests out), Cultural Difference, Religious Perspectives, and Learning across the Disciplines. The National Survey of Student Engagement ([NSSE Data \(2009\)](#)) provides a gauge for the College's Strategic Priority of Global Education. Most faculty believe that our focus on global education is effective: 93.7% either strongly or somewhat agree with the statement that Wooster's curriculum enables graduates to function effectively in our global society.

There is evidence that The College of Wooster has achieved a high level of success in meeting these goals. For example, in the 2011- 2012 academic year, 167 students studied off campus. This allows many of our students to live and study in a country and culture different from their own. These programs are regularly evaluated for their quality (e.g., several programs were removed from the approved list because of shortcomings identified in a review in the fall of 2011). Table 6.4 is from the 2009 NSSE report. It should be noted that all the data in the table are taken from a survey and thus reflect only a subgroup of students from Wooster as well as the other schools.

Table 6.4

*Proportion of Students who Report Completing Foreign Language Coursework and the Proportion who Report Studying Abroad.*

		UG		Public
	Class	Wooster	Research peers	Honors Colleges
Foreign language coursework	FY	.46	.57	.29
	SR	.79	.81	.52
Study abroad	FY	.03	.02	.02
	SR	.48	.55	.21

Note: UG Research peers consist of 6 colleges like Wooster that emphasize undergraduate research. The Carnegie Class group consists of 94 colleges in the same Carnegie Classification group as The College of Wooster. The final comparison group consists of 10 public universities with Honors Colleges.

In addition to traditional study-abroad semester programs, The College has also increased the number of Wooster-In programs it offers. Wooster-In programs are College programs designed and taught by Wooster faculty that include both a regular on-campus class as well as an extended trip to another country. Wooster-In programs were reviewed in 2011-2012, and this year (2012-2013) the Off-Campus Studies Program was asked to develop a sustainable business model with clear educational goals. The business model has now been developed and it is being discussed by EPC.

Consistent with the Strategic Priority of global engagement, the College established the Center for Diversity and Global Engagement (CDGE), which provides a broad framework for the Offices of International Student Affairs, Multi-ethnic Student Affairs, and Off-Campus Study. As part of Association of American Colleges and Universities’ (AAC&U) Shared Futures Project, the College’s CDGE has heightened awareness of examples of global engagement and has provided support for faculty and staff immersed in Global Education. For example, the CDGE conducted a series of five conversations in Winter 2011 and Spring 2012 with faculty and staff on defining and supporting global diversity on campus. More than 100 faculty and staff participated in the discussions. These types of programs provide a link to AAC&U’s Essential Learning Outcomes of “Knowledge of Human Cultures and the Physical and Natural World” and “Personal and Social Responsibility.” In addition to course work, Forum events and speakers are chosen to provide diverse perspectives on the theme for any given year. Finally, The College of Wooster’s program of Independent Study and the Copeland Fund provides select students with a vehicle for travel to and research in diverse global communities.

Higher Education Data Sharing ([HEDS Alumni Survey Data \(2010\)](#)) reported in Table 6.5 below indicate that the majority of Wooster alumni believe their education at Wooster prepared them for social and civic involvement.

Table 6.5

*Preparation for Social and Civic Engagement*

To what extent did your undergraduate experience prepare you for social and civic involvement?		College of Wooster	Teagle Capstone Peers	All Participants
		Percent	Percent	Percent
Not at all	Not at all	7.1	9.5	7.5
	A little	25.0	32.3	25.5
	Moderately	35.7	32.7	38.7
	Greatly	32.1	25.5	28.2

The Teagle Capstone Peers are 3 Colleges who have significant capstone experiences and who participated in the Teagle-sponsored capstone study. The final comparison group contains 14 colleges and universities that are similar to Wooster. Data from the 2009-10 HEDS Alumni/ae Survey

Wooster data from the Higher Education Research Institute ([HERI Faculty Survey \(2007-8\)](#)) underscore Wooster's commitment to Global Education. Our faculty report strong support for the importance of diversity at the college and strive to teach about it: 95.6% believe a racially / ethnically diverse student body enhances the educational experience of all students; 93.9% report noticing that the College is becoming more diverse; 93.4% teach students tolerance and respect for different beliefs; 86.8% engage students in civil discourse around controversial issues; 83.5% enhance students' knowledge of and appreciation for other racial / ethnic groups; and 80.2% think that the college tries to develop an appreciation for multiculturalism. However, 75.6% of Wooster Faculty thinks that racial and ethnic diversity should be even more strongly reflected in the curriculum. A composite score derived from six questions addressing cultural diversity suggests we do at least as well as our peers on these issues. Specifically, Wooster scored 55.7 on the composite index compared to 50.8 for private / nonsectarian colleges, and 49.8 for all baccalaureate institutions.

The Hales Fund was established in honor of President Emeritus Stanton Hales by the College's Board of Trustees to encourage faculty members (and more recently staff) to incorporate a more global perspective into our teaching and college life. Each year a group of faculty and staff select a global topic and meet monthly to discuss readings. In the summer, they are given an opportunity to travel as a group to further their understanding of the issue. An external reviewer [evaluated the program](#) in 2011 and the positive impact on the faculty involved in the program and the contribution of the program to course offerings were documented. Also noted were the challenges of making the program available to more faculty (especially in the sciences) and the difficulty of developing new courses based on the experience. The overall tenor of the review was very positive. More than 70 faculty members have participated in the program. The programs to date are provided in Table 6.6.

Table 6.6  
*Hales Fund Themes*

Year	Topic	Travel Location(s)
2008	Relationships Between Nations in a Post-Colonial Age	India
2009	Environmental Sustainability	Iceland, Denmark, China
2010	Community Development / Poverty	Cuba
2011	Tourism	Yucatan, Ghana
2012	Conflict and Cooperation	Jordan, Jerusalem

Our participation in the [Global Liberal Arts Alliance](#) has also helped faculty members to become more familiar with global issues. The Global Liberal Arts Alliance “is an organization of 25 liberal arts colleges and universities, located in 13 nations, whose purpose is to strengthen education in the tradition of the liberal arts through the exchange of experience and the development of mutually beneficial programs.” Alliance programs fund international visiting fellowships as well as leadership meetings for deans and presidents on global liberal-arts issues.

**Faculty and students at the College of Wooster contribute to scholarship, creative work, and the discovery of knowledge. [3.B.5]**

The College’s Mission Statement reflects the importance of having a faculty and student body who actively contribute to research and scholarship of a variety of types: “Wooster graduates are creative and independent thinkers with exceptional abilities to ask important questions, research complex issues, solve problems, and communicate new knowledge and insight.” Wooster’s *Strategic Framework* outlines the College’s Core Values, one of which is “A Focus on Research and Collaboration” One of our Strategic Objectives is to build on the strengths of our I.S. program. Faculty and students, therefore, are both immersed in a culture that values achievement in research and scholarship. Faculty must be actively engaged scholars, as evident in the Criterion of Evaluation for Faculty available in the *Statute of Instruction*; students must contribute to new knowledge or creative works through I.S. simply in order to graduate.

Faculty achievements are documented annually by the College. Toward the end of each academic year, Faculty are required to submit an [Annual Report](#) and current curriculum vitae to the Office of the Provost. Taken together, these two documents should contain all completed, ongoing, and new research, scholarship, performances, and exhibitions undertaken by each faculty member during the current academic year. Although not comprehensive, the [Faculty Achievements Website](#) provides a listing by academic year of faculty awards, publications, exhibitions, and grants. Further, the Office of the Provost compiles a [Tenure Review Document](#), given to junior faculty each year. This Tenure Review Document provides junior faculty a glimpse of all of the scholarly accomplishments of faculty receiving tenure during the previous five years. Finally, the Office of the Dean for Faculty Development publishes [Faculty Focus](#), a biennial document that highlights the research and scholarship of the Wooster Faculty. Faculty Focus includes peer-reviewed publications, exhibits and performances, awards, and grants of current faculty, and it also includes emeriti faculty accomplishments.

Because of The College of Wooster's tradition of mentored student research, we also document student achievements in the realm of research and scholarship. By keeping track of the various I.S. theses, the College has constructed the "[I.S. Database](#)", available on the College website. Beginning this year, I.S. documents will be available online. Each April since the spring of 2008, the Senior Research Symposium has celebrated the I.S. accomplishments of the senior class. For an entire day, senior students present their I.S. projects as oral, digital, poster, or visual art presentations to the greater campus community. A total of 262 seniors (out of 375) presented work at the symposium in 2012.

Other undergraduates conducting research are also tracked. Students participating in the Sophomore Research Program as paid research assistants are often asked to outline the breadth and depth of their experiences in a summary report. Summer programs, such as the Applied Mathematics Research Experience (AMRE) and opportunities funded by the Howard Hughes Medical Institute (HHMI), also track their student participants and assess their program objectives. AMRE catalogues client testimonials that speak to the effectiveness and professionalism of the program. Student testimonials focus on the strength of the AMRE experience and the "theory to practice" component of the program.

**The College of Wooster has an effective and high-quality faculty and staff to carry out the functions of the College. [3.C.]**

**The College of Wooster 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. [3.C.1]**

[U.S. News & World Report's](#) survey of college presidents, provosts, and deans notes that at The College of Wooster, "the faculty has an unusually strong commitment to undergraduate teaching." Wooster was ranked among the best in the nation on this item in three of the last four surveys, reflecting the commitment of the faculty to teaching.

The student/faculty ratio at Wooster in Fall 2012 is 11.5/1.

In 2005 the faculty and administration engaged in a thorough analysis of the workload of its faculty, ultimately recommending a small reduction in the teaching expectation of faculty (from 6 courses per year to 5.5). This reduction was, in part, to accommodate for increased expectations in other portions of their work, including committee service and assessment. Since that time we have monitored faculty workloads more carefully with an eye toward ensuring that we have the proper number of faculty given our mission and our distinctive approach to a liberal education.

Specifically, we review HERI data on faculty work, faculty willingness to serve on committees, and internal workload calculations.

- *HERI data:* [The HERI \(2010-11\) data](#) indicate that our faculty are fully involved in the work of the College, but not overly more than at other institutions. Wooster faculty report spending approximately 4.35 hours per week on committee work, compared with 4.50 hours for the faculty at comparable institutions. Our faculty report spending slightly more time than those at other institutions on other administrative work (5.41 vs. 4.46 hours), and they report slightly more time preparing for teaching (14.69 vs. 14.02 hours) and advising (6.01 vs. 4.69 hours).
- *Preferences for Committee Service:* Annually our Committee on Committees administers elections for faculty committees and appoints faculty to our committees. The committee regularly reviews the number of committees to determine whether we have the committees we need to attend to the governance of the College, and whether we have the correct number of faculty on each committee. The committee asks faculty about which committees they are willing to serve on, and then makes recommendations for appointments. While committee service is expected of each faculty member, they do have the option of choosing not to serve. Analysis of the committee preference sheets shows that annually we have more faculty members agreeing to serve on committees than we have positions available. This indicates a strong willingness on the part of our faculty to be involved in faculty governance. This is not distributed evenly across divisions, however. This year, for example, fewer natural science faculty members than in the past indicated a willingness to run for election to the major committees. This may be indicative of broader workload issues, to be discussed below.
- *Faculty Workload:* Each year the Dean for Faculty Development analyzes the teaching load credit of each faculty member for purposes of job performance, equity, and salary consideration. Over the past three years, on average faculty are teaching at the level expected (5.5 courses). We have seen some disparities across departments, however, and are working to address these. We have enrolled larger than usual classes in the past two years, and students in these classes are disproportionately choosing the natural sciences. As a result, class sizes and faculty workload in these areas are higher than we would like. We have added faculty in the sciences to try to attend to these issues (one in biology, one in chemistry, and one in mathematics).

We have increased our faculty presence in oversight of curriculum and expectations in a number of ways. In 2009, we divided the responsibilities of the Dean of the Faculty into two positions: Dean for Curriculum and Academic Engagement, and Dean for Faculty Development. This increase has allowed us to augment our attention to curriculum and assessment, and develop more robust programs in faculty development and support of student and faculty research. Each of these positions is staffed by current faculty members, but their classroom work is fully replaced within their departments. Additionally, we have created associate dean and director positions, including the Associate Dean for Academic Advising, the Associate Dean of Experiential Learning, and the Director of the Center for Diversity and Global Engagement. Similarly, these are positions filled from within the faculty, but whose teaching load is fully replaced.

### **We have clear processes in place for verifying faculty credentials [3.C.2].**

- When instructors are hired, we carefully check references and require the submission of graduate school transcripts upon application for positions.
- The office of the Dean for Faculty Development maintains a listing of all instructors, with verification of receipt of transcripts.
- We also engage in a thorough audit of faculty files to ensure that transcripts are present. If a faculty member's file lacks official transcripts, the Dean for Faculty Development formally requests the faculty member to provide them.
- Finally, our [faculty hiring documents](#) require that department chairs hire faculty with *at least* a degree level beyond the B.A. The only exception to this requirement is for highly-specialized areas such as physical education skills courses and music lessons.

### **Instructors are evaluated on a regular basis, following procedures outlined in our *Statute of Instruction* and our *Faculty Handbook*. [3.C.3]**

Continuing faculty members are reviewed on a regular cycle, depending on whether they are tenured or pre-tenure. Pre-tenure faculty are reviewed for purposes of contract renewal in their second and their fourth year, and for tenure normally in their sixth year. The [review process](#), as outlined in the *Faculty Handbook*, includes classroom observations by department members and members of the Teaching Staff and Tenure (TS&T) committee, a review of teaching evaluations, publications, and course syllabi. In addition, students provide letters detailing the strengths and weakness of the faculty, and for those in their fourth or sixth year we solicit letters from outside evaluators regarding research and scholarship.

For tenured faculty, the evaluation process is changing from an annual to a biennial review. Faculty members considering promotion to Full Professor are reviewed normally in their eighth year of serving as Associate Professor. For this review, TS&T and department members read course evaluations and receive letters from students and outside evaluators. Promotion to Full Professor is not automatic.

Each department chair is required to submit an annual evaluation of all adjunct faculty. This evaluation includes a review of the teaching evaluations and observation of teaching, as well as a review of the faculty member's annual report.

By a faculty vote taken in April 2003, each full-time instructor is required to solicit student evaluations of at least two courses each year (adjunct members of the faculty are required to submit all evaluations). There are four standard forms from which faculty can choose and there is also a special form that was developed by a task force in 2002. Alternately, instructors can develop their own form. The Dean for Faculty Development encourages instructors to submit original questions to her office for inclusion in an on-line course evaluation system that she makes available to all faculty members. Instructors are also encouraged to assess their work as I.S. and academic advisors. Student identity is concealed in the evaluations.

Faculty members are required to turn in their summarized course evaluations to their chairperson. As part of this summary, instructors are asked to discuss how they plan to change their courses and teaching in response to the evaluations. The Chair comments on the summarized evaluations and will sometimes make further suggestions. He or she then sends the evaluations to the Provost's Office. TS&T uses course evaluations as part of the review process for junior faculty. The committee makes suggestions as to how instructors can improve their teaching and, at the time of the instructor's next review, check to be sure that there has been follow-up on the recommendations. Additionally, faculty members are required to submit a comprehensive report of their activities. This report includes information on the courses taught, advising responsibilities, professional development activities, committee service, as well as publishing and research productivity. All faculty members have been reviewed annually for purposes of salary merit, and we are now in transition to biennial reviews. For this review, chairpersons and the TS&T committee review course evaluations, annual reports, and curriculum vitae.

We have various procedures to ensure that faculty evaluation criteria are understood.

- All procedures and criteria are outlined in the [Faculty Handbook](#).
- The TS&T committee meets annually with all faculty members under review to outline the procedures.
- The Provost meets with faculty and their chairpersons undergoing review during the year of their review.
- Both the Provost and the Dean for Faculty Development meet individually with all pre-tenure faculty members prior to review to discuss the process and, after the review, to make sure that the decision is clear.

Despite these efforts, there may be room to improve transparency and understanding of our faculty review and promotion processes. In the most recent (2010-11) HERI survey, only 54.4% of faculty agreed that criteria for advancement and promotion are clear. This may be due to the fact that during the year of the survey there were a couple of contentious tenure/contract renewal decisions, leaving pre-tenure faculty uncertain. Nonetheless, this is an area to investigate further. In order to address the issue of transparency, the key agenda item at one faculty meeting was the review process. The criteria for review were discussed among the faculty, suggestions for improvement to the process were made, and the information was provided to TS&T which is reviewing and refining the process of how teaching is evaluated.

**The College of Wooster has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development. [3.C.4]**

The Office of Academic Affairs maintains a number of funds to provide on-going professional development for faculty. Given our emphasis on mentored research, we believe that faculty need to be well [supported](#) in their research efforts. The key sources of support are described below.

- Faculty Research and Study Leave: The College of Wooster maintains a very generous research and study leave program whereby pre-tenure and tenured faculty members are eligible to apply for semester or year-long research or study leaves (salary is fully supported). Eligibility is outlined in the [Statute of Instruction](#).
- Faculty Travel Benefit: This fund guarantees one conference per faculty member annually. Faculty presenting papers receive a higher level of funding. In the 2010-2011 year, the College funded \$131,267 worth of conference travel, and 127 faculty member took advantage of the benefit
- [Faculty Development Fund](#): The office of the Dean for Faculty Development maintains an additional fund for professional development that may be used to fund an additional conference, a workshop, or additional research costs. This fund is administered by an appointed Faculty Research and Development Committee. In 2010-11, 53 faculty members received awards for a total of \$54,055.
- Faculty Development Fund for Advancing Strategic Priorities: This is a new fund of approximately \$40,000 per year established to support faculty in their work related to strategic priorities. Most notably, the fund supports efforts toward greater global engagement and digitally-based work. This fund is also administered by the Faculty Research and Development Committee, chaired by the Dean for Faculty Development.
- The Hewlett-Mellon Presidential Discretionary Fund for Institutional Renewal is a program funded in 1992 by The William and Flora Hewlett Foundation and The Andrew W. Mellon Foundation to endow a presidential discretionary fund for faculty and curriculum development and institutional self-renewal. Proposals may be submitted from individuals, departments, and programs that promise innovations in any area central to Wooster's core mission. Preference is given to those projects which seek to advance one or more of the strategic initiatives as described in the College's Strategic Framework. About \$120,000 was available for projects in 2012-2013.
- Luce Funds: The Luce Fund supports a number of larger research projects (about 8-10 annually), most generally for work during the summers or on research leave. Luce Funds are granted on a competitive basis. Approximately \$60,000 is available each year. The College also provides considerable support for effective teaching through programs such as peer mentoring, teaching matters, departmental mentoring, the dean of faculty development, and support for getting teaching training (especially in strategic priority areas).

The HERI (2010-11) surveys indicate that faculty members take good advantage of the professional development funds, and they feel well supported. Table 6.7 indicates the percentage of faculty who responded that they made use of professional development opportunities, as compared with faculty at other institutions. Additionally, 78.8% of faculty stated that there is adequate support for faculty development, compared with 64.8% at comparison institutions.

Table 6.7

*Professional Development Activities Among Faculty*

Percent of faculty reporting participation in activity	Wooster	Comp 1	Comp 2
Participated in a teaching enhancement workshop	70.9%	68.7%	58.2%
Paid workshops outside the institution focused on teaching	38.8%	29.6%	23.3%
Paid sabbatical leave	66.3%	41.2%	32.4%
Travel funds paid by the institution	95.0%	81.9%	75.9%
Internal grants for research	73.8%	47.4%	48.8%
Training for administrative leadership	31.6%	12.9%	13.7%
Received incentives to develop new courses	31.3%	29.3%	22.2%
Received incentives to integrate new technology into your classroom	22.5%	17.2%	17.9%

Comp 1: Private/Nonsectarian 4yr Colleges

Comp 2: All Baccalaureate Institutions

**Faculty at The College of Wooster are accessible for student inquiry. [3.C.5]**

Every senior at Wooster works one-on-one with a faculty mentor to conceive, organize and complete a significant piece of original research, scholarship or creative expression. This Independent Study project is the cornerstone of Wooster’s commitment to faculty mentoring of student inquiry.

All of our faculty are expected to maintain weekly office hours and are required to be accessible to students. This expectation is documented in the criteria for evaluation for faculty. Many of our courses are student-inquiry driven: according to HERI (2010-11) data, 46.3% of faculty report that they use student inquiry to drive student learning. Faculty rank above comparable faculty at other institutions in the number of hours spent advising. Additionally, student evaluations of courses ask students to comment on the availability of faculty. The [2010 HEDS alumni survey](#) indicates that 100% of our alumni were either satisfied or very satisfied with their contact with faculty.

**Student support staff are appropriately qualified, trained, and supported in their professional development. [3.C.6]**

The College of Wooster has published policies and procedures for the recruitment and hiring of all staff. Our procedures to accurately generate a list of the qualifications needed to fill an open position, including a new or revised position description, and our procedure to verify that applicants actually meet those qualifications are described on the Human Resources web pages. In addition, we supply in hard copy supplemental materials, including the *Interview Guide for Supervisors*, that provide information on verifying qualifications.

Discussions with staff conducted as part of our self-study made clear that knowledge of College and work procedures and professional development opportunities vary across departments. Although several Human Resources sponsored initiatives are in place to address these issues (i.e., New Employee Orientations and the Leadership Academy are two examples), it is clear that additional work is needed to ensure that all staff are aware of both their responsibilities and the opportunities available to them so that they can function most effectively in their positions. Chapter 8 includes more information on the College's staffing resources and Human Resource program.

### **Wooster provides support for student learning and effective teaching. [3.D]**

#### **The College provides student support services suited to the needs of its student populations. [3.D.1]**

There are a wide variety of services available to students to assist them with academic issues.

Any students who are deemed at risk either academically or personally may be referred to **First Watch**, a group of faculty and staff who meet on a regular basis to address problems and issues for individual students from a holistic perspective. This innovative program recognizes that issues in a student's life rarely happen within a vacuum.

Faculty are encouraged to submit **Interim Reports** for any students receiving low grades or who are otherwise having difficulty in a course. The reports are sent to the Dean of Students office and remediation is suggested on a case by case basis.

We are in our fifth year of sponsoring **POSSE Scholars** out of Atlanta. The POSSE Foundation identifies high school students with extraordinary academic and leadership potential who may be overlooked by traditional college selection processes. The Foundation helps place these students in supportive, multi-cultural teams (Posses) of ten students. The Foundation's partner institutions award Posse Scholars four-year, full-tuition leadership scholarships. Our [first group](#) arrived in the fall of 2008 and 75% of that class graduated in the spring of 2012. About 88% of the next four admitted classes remain in the program. (The retention rate per class ranges from 78% to 100%.) Discussions conducted as part of our self-study indicate some tensions both within and outside the campus community regarding this program. There is a feeling that more needs to be done to both better educate the campus about the program and its goals and to help all students develop a better understanding of differences relative to culture. In addition there are some concerns about program costs for such things as the POSSE Plus Retreat and the new cohort campus visit. It is an expensive program and costs have risen since we first joined the program.

**Career Services** provides a variety of services to students to prepare them for career placement and graduate school. [HEDS 2010 Alumni Survey data](#) show that over 60% of alumni from the classes of 1999 and 2004 are at least generally satisfied with Career Services. A comparison with our peers indicates that we lag a bit behind our peers in this area. We have added

professional staff in this area in the 2012 – 2013 academic year and APEX is increasing programming in career services.

Table 6.8

*Percent of Alumni Generally or Very Satisfied With Career Services*

	College of Wooster	Teagle Capstone Peers	All Participants
Class of 1999	68.9	69.5	72.4
Class of 2004	61.8	73.2	68.3

The Teagle Capstone Peers are 3 Colleges who have significant capstone experiences and who participated in the [Teagle-sponsored capstone study](#). The final comparison group contains 14 colleges and universities that are similar to Wooster. Data from the 2009-10 HEDS Alumni/ae Survey

**Financial Services:** [HEDS \(2010\) data](#) indicates that over 90% of our alumni are at least generally satisfied with financial services. Our alumni appear to be more satisfied with financial services than alumni at our peer institutions.

Table 6.9

*Percent of Alumni Generally or Very Satisfied With Financial Services*

	College of Wooster	Teagle Capstone Peers	All Participants
Class of 1999	95.2	91.7	91.1
Class of 2004	90.9	82.0	85.7

The Teagle Capstone Peers are 3 Colleges who have significant capstone experiences and who participated in the Teagle-sponsored capstone study. The final comparison group contains 14 colleges and universities that are similar to Wooster. Data from the 2009-10 HEDS Alumni/ae Survey

**The College of Wooster 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. [3.D.2]**

The College does not offer remedial or “pre-“ classes. We do, however, have a variety of tools to assist in placing entering students in the appropriate level courses.

Students take placement exams in one or more subjects [Math, Biology and Chemistry] prior to the summer advising and registration (ARCH) program.

- On the first day of the ARCH program, language placement tests [Spanish, French, German, Latin] are given to determine appropriate entry levels for those courses. Results are shared with faculty advisors and the ARCH staff.
- Scores on the ACT/SAT writing tests are used to identify students who may need additional work in writing. In addition, during their first semester, students’ advisors [who teach their First Year Seminar class] and course instructors are able to identify any student they feel may need additional writing help as a result of the work produced for their classes.

- Each department has in place a list of prerequisite requirements for its classes, which are noted in the department section of course listings within the *College of Wooster Catalogue*. New students are also provided with a list of suggested courses for first year students.
- The advising process also requires students to meet with their advisor before each course selection period to discuss their course selection plans. Students cannot be cleared for registration until the advisor notes, within the registration system, that this conference has occurred.
- Policies on transfer of credits and advanced placement credit are also in place at Wooster and can be found in the *College of Wooster Catalogue* (p. 257-260). Upon receipt of transcript or credit documents, the Registrar, with the assistance of the appropriate department, determines how credits will be awarded.

Throughout the academic experience, both the advisor and course instructors are able to direct students toward a variety of services to help the individual address areas of weakness or need. Among the services available to students are the Learning Center, the Math Center, the Writing Center, and peer tutoring.

- The Learning Center functions as a support service for any Wooster student seeking academic assistance. The mission of the learning center is to enrich, enhance, and support students' educational experiences and to help them achieve their academic goals. The center is also the first contact point for students with learning disabilities, and helps the College comply with the American Disabilities Act and Section 504 of the Rehabilitation Act, which prohibits discrimination based on disability.
- The Math Center is available to students five days a week to help them understand concepts, examples, and homework problems that they encounter in their math courses at the college. It functions on a walk-in-basis and offers free assistance to students in virtually all introductory-level Math classes.
- The Writing Center is available to help students develop their reading and writing skills by encouraging them to think critically about the processes involved in both. The center is a free resource staffed by experienced professionals and trained peer tutors. Services available to students include planning, drafting and revising their written works, but do not involve editing or proofreading. The Writing Center offers one-on-one tutorials, independent study support, international student tutorials, and in-class writing workshops. Appointments are generally required for students and the center is open six days a week.

### **The College of Wooster provides academic advising suited to its programs and the needs of its students. [3.D.3]**

Wooster has developed a comprehensive advising program, unique to the institution, which encourages students to develop a clear sense of purpose in their educational programs and builds upon strong student-faculty and student-staff relationships.

In 2011, the Advising Center was renamed the Advising, Planning, and Experiential Learning center, or APEX, to better reflect the mission of the center. This center is the outcome of

an initiative begun in 2005 to create a comprehensive program to strengthen advising. In addition, an Associate Dean (a senior faculty member) for APEX was put in place to further enhance the advising experience for entering students, and serves in that capacity for three years. These steps were taken to help strengthen advising during the first and second years. The move to APEX took place in the summer of 2012.

The developmental advising process begins at Wooster during the student's first summer through an ARCH advising team. The student is then assigned a regular faculty advisor in the fall through the First Year Seminar in Critical Inquiry (their instructor for this course). This faculty member serves as the student's advisor until a major is declared. A new faculty advisor is then appointed from the major department to serve as a mentor for that discipline. Finally, a senior I.S. advisor is appointed to guide the student during the completion of his or her senior capstone project, the Independent Study.

In 2010, the summer ARCH program was added to strengthen initial advising prior to the student's first semester. The program consists of a two-day introduction to the educational program at Wooster. An advising team composed of faculty, staff, and students meet with the incoming first years in small groups to introduce them to the academic program, help them prepare for course selection, and take them through the registration process. The program allows the student and parents to have a better understanding of the overall academic experience at Wooster, and students to arrive on campus for the fall semester with their course schedule already in place. A new requirement is that all incoming students create and maintain an [e-portfolio](#). The College launched these APEX advising portfolios to further enhance the resources available to faculty advisors and students. The advising portfolios allow the student to maintain an electronic record of their academic planning, experiential learning, and research activities throughout their career at the College.

As part of their role at the College, faculty are integral to advising, whether during ARCH, FYS, or in the department major. The *Faculty Handbook* (Section 2) provides the [Handbook for Faculty Advisors](#), which not only outlines the College's philosophical approaches to advising, but also outlines faculty areas of responsibility in their role as advisors. The *Handbook* also provides a list of identified, College-wide offices and individuals who can be contacted when referrals for specific needs arise. Resources can also be found within the APEX Resource Guide. Faculty advisors also have access to the [Faculty Advising Booklet](#), which is a summary document that includes the Mission Statement and Core Values, curricular goals, selected academic policies, and department-specific advising notes. Through APEX, both faculty advisors and students have access to academic planning resources, such as the [Educational Planning Guide](#), in which they can work to design and to organize an academic plan while enrolled at Wooster.

The [HEDS \(2010\) alumni survey](#) indicates that the majority of students tend to be very satisfied or generally satisfied with the advising they receive at Wooster, and that those satisfaction levels increased from the Class of 1999 to the Class of 2004 (see Table below). The levels of satisfaction for the Class of 1999 were consistent with the Teagle Capstone Peers and above the average for all institutions. Additionally, while Wooster's scores improved over that period of time,

averages for all institutions dropped. Teagle Capstone Peers scores appeared stable during that same period. These data are consistent with a successful advising process at Wooster.

Table 6.10

*Percent of Alumni Generally or Very Satisfied With Academic Advising*

	College of Wooster	Teagle Capstone Peers	All Participants
Class of 1999	91.1	89.9	87.4
Class of 2004	100.0	89.1	85.9

The Teagle Capstone Peers are 3 Colleges who have significant capstone experiences and who participated in the Teagle-sponsored capstone study. The final comparison group contains 14 colleges and universities that are similar to Wooster. Data from the 2009-10 HEDS Alumni/ae Survey

**The College of Wooster provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning. [3.D.4]**

As part of our Strategic Objectives, The College of Wooster completed a revision to its [Campus Facilities Master Plan](#), which the Board of Trustees adopted in June 2012. As this plan was guided by the College’s Mission, Strategic Objectives, and Strategic Initiatives, the suggested areas for facilities and campus enhancement are principally those supporting our community of learners (residential and student activities facilities), our academic program particularly in the sciences, and our commitment to environmental sustainability.

Over the course of the past ten years, a variety of renovations and additions have been made on campus:

- The Wooster campus has many fine facilities to support effective teaching and learning. Morgan Hall was added in 2002 and has provided housing for the Departments of Economics, Education and Psychology as well as the home for Information Technology.
- Home to the humanities and social sciences, renovated Kauke Hall is the academic heart of campus at The College of Wooster. Reconstruction was complete in August 2006. The building features functional, flexible classrooms in varying sizes, and mediated classrooms.
- The recent addition of the Collaborative Research Environment (CoRE) in January of 2012 has provided the college with a “vibrant, exciting place for creative, collaborative work by students and faculty.” CoRE is a place to brainstorm ideas, develop projects using digital and traditional media, sketch out a new concept, or practice a presentation. Students can consult with a research librarian on their topic, work with consultants at the writing center on the text, then move to the digital media bar and get help from the tech tutors to create a blog, put together a multimedia presentation, or edit a video on one of CoRE’s media computers.
- The Scot Center also opened in January of 2012, providing the campus community with space to gather and work out [new fitness room, renovated weight room, new indoor track]. New office space for the Physical Education Department faculty and staff, as well as new meeting spaces [conference room, two meeting rooms, and a governance room] were long-needed additions. The Conference Room and the Wilson Governance Room provide both small and large spaces with high-tech capability that allow the facility to hold classes,

accommodate student government meetings, meet with recruits, or service the Board of Trustee and Alumni Board meetings. The Scot Center is Wooster's first facility constructed with environmental sustainability as a guiding principle. It achieved LEED Gold certification.

- The College of Wooster has begun exploring options for renovating or replacing Mateer Hall, the primary biology building on campus, citing facility age, growing enrollments, space concerns and a desire to incorporate more modern and collaborative teaching methods. This decision links to the Campus Master Plan and plans are being developed within our strategic framework.

### **Wooster provides to students guidance in the effective use of research and information resources. [3.D.5]**

The I.S. experience at Wooster results in the demonstration of students' abilities to use research and information services. Much of our curriculum and much of students' efforts prior to their senior year is designed to prepare them for the I.S. experience. As a result, Wooster students receive extensive guidance in the use of research and information services.

A variety of resources are available to students to provide guidance in effectively using research and information resources. Faculty members mentor students in the use of research within the curriculum. This process begins with the First Year Seminar and continues with methodology course offerings as well as Junior and Senior Independent study within the majors. In addition, HERI (2010-2011) results indicate that 75% of faculty members involve Wooster students in their research and that 93.8% work with their students on a research project.

Outside the classroom, there are a variety of resources available to students to help them to more effectively use research. For example, the Writing Center offers students access to information on evaluating sources, the mechanics of quoting, how to paraphrase, and how to avoid plagiarism. Instructors may arrange workshops to cover many of these areas within their classes. In addition, the library is staffed by several librarians, each specializing in a set of curricular areas, as well as by trained student assistants. The department's primary purpose is to guide students, faculty, staff, and the general public in conducting effective research using resources available to them. Librarians work individually with students, and work with faculty to develop workshops specifically for faculty members' courses. Individualized research consultations with librarians in their areas of expertise are available, by appointment, to all College of Wooster students, faculty, and staff. Whether students are just starting their First-Year Seminar project, are working on their I.S. projects, or are just having difficulty locating relevant material, librarians are available to discuss and review appropriate research strategies and library resources.

The College of Wooster library shares a catalog with Denison, Ohio Wesleyan, and Kenyon (the Consort consortium) and Consort is a member of OhioLINK (a statewide library consortium). These consortia provide students with easy access to a rich set of library materials. The library also participates in the Oberlin Group. The Oberlin Group is comprised of 80 selective, top-ranked liberal arts colleges whose goal is to share information about effective library practices. The

Oberlin Group also completes a yearly [survey](#) of its members and Wooster performs at about the median of this group in several key indices, including those listed in the table below.

Table 6.11

*Library Resources and Activities*

	College of Wooster	Oberlin Group (Median)
Library Expenditures per Student	\$1,363	\$1,300
Acquisition Expenditures per Student	\$584	\$516
Hours Open per Week	112	109
Total Circulation	75,242	72,260

2011 Oberlin Group Survey

[HEDS \(2010\) data](#) indicate that over 98% of our alumni are generally or very satisfied with our library’s resources (see below).

Table 6.12

*Percent of Alumni Generally or Very Satisfied With Library Resources*

	College of Wooster	Teagle Capstone Peers	All Participants
Class of 1999	98.2	95.4	96.7
Class of 2004	98.5	95.2	97.2

The Teagle Capstone Peers are 3 Colleges who have significant capstone experiences and who participated in the Teagle-sponsored capstone study. The final comparison group contains 14 colleges and universities that are similar to Wooster. Data from the 2009-10 HEDS Alumni/ae Survey.

With more students integrating technology into their I.S., students are able to obtain assistance in CoRE. Students are able to receive individual assistance from Digital Media Assistants on the full range of software used for digital media production at the digital media bar in CoRE. Instructional Technology holds several workshops each semester focused on tools that can be used to incorporate digital media into I.S. projects. Students are also able to consult with Instructional Technology staff to help them brainstorm and plan the most appropriate tools to use for introducing digital media into their I.S. Faculty can also request Digital Media Assistants to act as technology tutors in courses with digital media assignments.

**The College of Wooster fulfills the claims it makes for an enriched educational environment. [3.E]**

**Co-curricular programs are suited to Wooster’s mission and contribute to the educational experience of its students. The College of Wooster demonstrates co-curricular programs contribute to our students’ educational experience in a manner consistent with our mission. [3.E.1 and 3.E.2].**

The importance of co-curricular programs at The College of Wooster is clearly articulated in our *Community of Learners* Core Value:

*Wooster is a residential liberal arts college. As such, we believe the learning process unfolds on our campus and beyond, in conversations in classrooms and residence halls, libraries and studios, laboratories and on playing fields, and through the relationships that develop between and among students, faculty and staff and which endure long after graduation. We recognize that the very process of living together educates, and that much of the learning that is part of our mission takes place through artistic expression, the performance of music, theater, and dance, athletics, community involvement, and in the myriad student organizations that infuse vitality in campus life. We embrace a holistic philosophy of education and seek to nurture the physical, social, and spiritual well-being of our students.*

Through co-curricular involvement in athletics, music, student organizations and other activities students are able to acquire and learn skills and become “leaders of character and influence” (CoW Mission Statement). Most of the co-curricular organizations on campus include leadership positions. Many organizations are eligible for funding from the college. Funding requires an application and review process. The number of activities available to students is very large and a few of them are discussed below.

Wooster’s Dining with Students Program allows faculty and certain staff to eat in the dining room with students twice a week to allow for interactions and conversation outside of the classroom, office, or the playing fields.

The Lilly Project provided opportunities for the entire College community to engage in serious vocational exploration, discussion, and reflection. Internships, now administered through APEX, are a means of institutionalizing the commitments begun with the Lilly grant funding.

The College fields 23 Division III athletic teams and approximately 470 students participate in these sports each year. The Athletics Department, the NCAA and the North Coast Athletic Conference (NCAC) are leaders in articulating how a student’s athletic experience contributes to the educational environment and the student’s overall experience at the College. The NCAC is an athletic conference of liberal arts schools with similar missions and an emphasis on integrating athletics into the overall academic mission of each school. The mission of the NCAC is included below:

*The purpose of this conference is to provide for athletic competition among institutions that share similar academic aspirations and mutual trust. Recognizing the important contribution that such competition can make to the total educational experience, its members will strive for athletic excellence, for fair and equal opportunities for men and women, and for the development of a broad-based program. Because its members are bound together by their commitment to the primacy of the academic enterprise and by a conviction that athletics should be fully integrated into the educational program of each college, conference leadership is invested in the presidents of the member institutions.*

Similarly, The College of Wooster Athletic mission emphasizes the role of athletics in the overall academic mission of the college. A portion of the mission is included below.

*Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide the men and women of The College of Wooster the opportunity for growth and development in their intellectual, physical, social and spiritual lives.*

*Intercollegiate athletics are an integral part of Wooster's educational program, and our principal goal is that they reflect the College's values and contribute to the development of our student-athletes. Intercollegiate athletics at The College of Wooster provide students with the opportunity to participate in sports in an environment in which the student-athlete's athletic participation is conducted as an integral part of the educational experience.*

In addition to our intercollegiate athletic program, over 1000 students participate in intramural sports programs.

There are 120 organizations on campus for student involvement. These organizations cover a range of interests and they include an improvisational comedy group, a psychology club, the Scottish Arts Society, model U.N., the cricket club, and a student-run investment club that manages a portfolio for the College's endowment. Students also have the option of creating a new organization.

Students participating in Moot Court prepare arguments like those that might be presented to the Supreme Court. College teams compete in regional and national tournaments and are judged on the quality of their arguments. At The College of Wooster, an average of 40 students participates in the program per year. The students have performed very well at the national tournament, averaging over seven All-American Placements per year including three national runner-up teams and one national champion team.

Almost one-third of all Wooster students participate in a musical group on campus. Options for participation include three choirs, symphonic and marching bands, a jazz ensemble, four a cappella groups, and other ensembles. Since the beginning of the 2010 – 2011 academic year, over 300 students each semester have participated in a music group for academic credit.

Many students also participate in the theatre and dance programs at the college. The theatre department's production of "Nocturne" was one of just four plays from across the country selected to be performed at the 2007 Kennedy Center American College Theatre Festival in Washington, D.C.

Given the number and availability of these enriching activities, it is not surprising that Wooster seniors report allocating more time to co-curricular activities than students at comparable institutions (NSSE 2009 data).

Table 6.13

*Time Allocated to Co-curricular Activities*

	College of Wooster	UG Research Peers	Carnegie Class	Public Honor Colleges
Rating	3.36	3.20	2.95	2.32

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

We have many programs that fit into the mission and do help to educate/prepare students for life after Wooster. But, we do not always do a good job of defining them as co-curricular or stating how they fit into the mission. Most organizations, however, now provide information about how they fit into the mission of the College through assessment documentation. One possibility for the future is to have student organizations state in their charter how they fit into the mission of the College.

**SUSTAINING OUR MOMENTUM: STRENGTHS, OPPORTUNITIES, CHALLENGES**

The educational program at The College of Wooster has traditionally been strong and improvements have been made in the past ten years. Changes in the program are made explicitly in the context of our mission. The goals of our programs have been made clearer at the level of the department/program and at a broader level with the adoption of the Graduate Qualities. The hallmark of our educational system is a mentored educational experience that culminates in I.S. The I.S. program and an active faculty have resulted in a high level of research at Wooster.

Similar to the education system as a whole, the advising process at Wooster has long been good and it has improved. The recent addition of the ARCH program has assured an early introduction to the programs at Wooster. APEX now integrates a variety of services at Wooster in a fashion that allows students to be more deliberate in the way they plan their four years at the College. The result is a robust model for advising that integrates the academic and the student life components of campus life.

The Mission Statement of The College of Wooster emphasizes the importance of diversity and this emphasis is clearly reflected in the educational program. Co-curricular and extra-curricular programs are an important component of the educational experience at our residential, liberal arts college. We have worked to ensure that these experiences align with our mission and thus contribute to the education of Wooster students in an effective manner.

The Mission Statement and related statements have all been reviewed and updated since our last self-study. In addition, a proposed set of outcomes of our educational program have been specified with the adoption of our Graduate Qualities. An opportunity exists to reevaluate our educational program in light of these updates and additions. *A Wooster Education* is 13 years old. This may be the time to reexamine our general education requirements in light of our Graduate Qualities. An examination of our requirements and offerings now would appear appropriate not because the existing program needs repair, but because our new emphasis on mission provides an opportunity to update, redefine, and plan for our future.

Although faculty and student participation in research is very high, this has brought about some challenges. One challenge is finding funding for the research. With the end of a HHMI grant and the Physics NSF funding, we are experiencing increased pressure for Sophomore Research funding. Additionally, we have done such a good job marketing ourselves as the premier college for mentored undergraduate research, more and more students are seeking research positions each year. It is clear that additional sources of funding must be obtained if we are to continue our success in engaging students in research throughout their four years at Wooster.

As faculty participation in research increases, it becomes harder to find people to engage in faculty governance and leadership roles in the institution. This occurs at a time when an increasing role for faculty in governance has been recommended and adopted. We are having trouble finding candidates for both the new Dean's positions and for elected committees. In a recent election cycle, for example, there was not one individual from the sciences who volunteered for service on TS&T. We are concerned because the number of faculty willing to serve on these committees, although sufficient at this point in time, has grown smaller.

The Campus Facilities Master Plan has made clear the need for a new science facility. Discussions are underway for what a new Life Sciences building might offer the campus in terms of enhancing Wooster's mission and the education of Wooster students. The challenge lies in funding and building a new facility. An additional space issue involves faculty offices because we are now at capacity.

The educational program at The College of Wooster continues to be exemplary. The program has become much more mission-driven in the past six years and that focus has enhanced an already-strong program. Processes to improve the program are in place and there is every reason to believe that Wooster will continue to strengthen, innovate, and improve the educational experience for its students.

**CHAPTER 7: EVALUATION AND ASSESSMENT AT WOOSTER**  
**CRITERION 4: TEACHING AND LEARNING: EVALUATION AND ASSESSMENT**

Over the past ten years, the College of Wooster has achieved impressive growth and improvement in its practice of assessment. Assessment now takes place in all areas of our academic and co-curricular programming. We use the findings to make decisions about our curriculum, programming, and budget. This chapter examines the techniques we use and describes the ways we have used assessment to improve student learning and retention. The chapter also looks ahead at the next ten years, where we hope to build on our success and address a number of challenges. Specifically, we plan to increase clarity about roles and responsibilities in assessment, address assessment burnout, and strengthen our institutional feedback loop.

**CORE COMPONENTS**

**Wooster evaluates all the credit that it transcripts, including what we award for experiential learning or other forms of prior learning. We have policies that assure the quality of the credit we accept in transfer. [4.A.2; 4.A.3; 4.A.4 & Federal Compliance]**

[\*The College Catalogue\*](#) and the website clearly explain the various ways students can and cannot receive course credit at Wooster. We do not, for example, accept credits from dual credit or on-line courses. The College does not give credit for experiences or non-academic work that students engage in prior to their arrival at Wooster. We do, however, accept credits earned from high scores on Advanced Placement tests, British Advanced-Level Exams, the International Baccalaureate, and the Caribbean Advanced Proficiency Exams. Wooster students are also allowed to petition to transfer in courses they have taken at other accredited colleges and universities or at any of our endorsed Off-Campus Study programs (all of which meet the standards set by the Forum on Study Abroad).

The Registrar makes the initial decision about whether courses meet our requirements for transfer. For example, transferred courses must be in an area of study available at Wooster. The Registrar also determines the number of course units that we will award (based on the number of course hours). If students request a course to be used as either a general education course credit or a departmental course credit, they are required to meet with the chairperson of the appropriate department. The chairperson evaluates the course's quality and its match with our curriculum. While many schools require students to get pre-approval for transfer courses, we do not. This means that a student could take an off-campus course and not be allowed to transfer the course credit back to Wooster. To minimize this occurrence, the Registrar, chairs and advisors *urge* students to get preapproval for transfer courses. The advantage to our policy is that it allows students to apply retroactively for credits if they do not remember to get pre-approval or if they take courses prior to their acceptance at Wooster.

**We maintain specialized accreditation for our programs as appropriate to our educational purposes. [4.A.5]**

The institution maintains three specialized accreditations/approvals for its programs: The Education Department is accredited through the National Council for Accreditation of Teacher Education ([NCATE](#))/Council for Accreditation of Educator Preparation (CAEP). The Chemistry Department is approved through the American Chemical Society ([ACS](#)) and the Music Department holds accreditation through the National Association of Schools of Music ([NASM](#)).

**We maintain a practice of regular program reviews, assessing achievement of the learning outcomes that we claim for our curricular and co-curricular programs. We base our processes and methodologies on good practice, including the substantial participation of faculty and other instructional staff members. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. [3A; 4.A.1; 4.B.2; 4.B.4]**

**Course-Level.** [Course-level evaluation](#) at Wooster takes place in a variety of ways. Most faculty members conduct assessment of their classes through questions embedded in their faculty evaluation forms (which are described in Chapter Three). At a minimum, these forms ask students about the quality of the course and the textbook. Faculty members also sometimes ask students to complete evaluations at the midpoint in the term. There is not an official form for this; faculty members develop their own, tailored to the individual class. Another type of course evaluation takes place as part of departmental assessment. For example, the [Sociology and Anthropology Department](#) assessed the level of student learning in their theory courses. The [Physical Education Department](#) evaluated their class Exercise, Nutrition, and Stress Management to determine how well students were learning research methods.

In addition to organized course evaluations, individual faculty members sometimes take the initiative to evaluate their own courses. Bill Morgan and Dean Fraga in the Biology Department made a noteworthy contribution in this area. They developed a pedagogical strategy to improve the writing of laboratory reports. Specifically, they assessed students' comprehension of central concepts for the lab beforehand, rewarded early success, and focused feedback on the students' most serious writing issues. In preliminary studies comparing this new model with the older one, they found that more students were able to achieve the threshold for success. Students also reported being more motivated to write well. [A description of their methods](#) was published in 2011 in *The American Biology Teacher* (with William McCauley). In the coming year, Bryan Karazsia in the Psychology Department will be assessing two different methods of teaching statistics. He is teaching two sections of the same class and using a new method in one. This [experiment](#) is being funded by a grant from the Society for Teaching Psychology.

**Academic Department and Program Assessment.** As described in the introduction to this report, the College has developed comprehensive assessment plans for our [departments](#) and

programs.<sup>3</sup> Each department and program created a plan with learning goals, direct and indirect measures, and a feedback loop. Every year they select at least one of their learning goals to assess. Departments and programs generally select a new learning goal to analyze each year, although some choose to conduct a more in-depth analysis of the same learning goal in the second year. We encourage the use of at least one direct and one indirect measure or two direct measures for each goal. Among academic departments and programs, the most common direct measure of learning goals in the major is an Independent Study rubric, and the most common indirect measure is a senior exit survey. Other direct and indirect measures include pre- and post-tests, locally developed tests, standardized tests, specialized rubrics, focus groups, and alumni surveys. Several departments are assessing multiple selections of students' work in electronic portfolios.

The Educational Assessment Committee (EAC) reviews each of the annual assessments and provides feedback to the department. This process was noted as a good practice in Trudy Banta's *et al.*'s 2009 book, *Designing Effective Assessment: Principles and Profiles of Good Practice*. The Provost reads the reports and, when appropriate, discusses them with departmental chairs. As Figure 7.1 illustrates, we have had strong participation in our [assessment program](#). It should be noted that a number of the missing reports are from programs that do not offer a major. Because students can declare a minor as late as their senior year, it is difficult to identify these students for the purposes of assessment. The EAC continues to discuss what to do about the challenge of assessing minors.

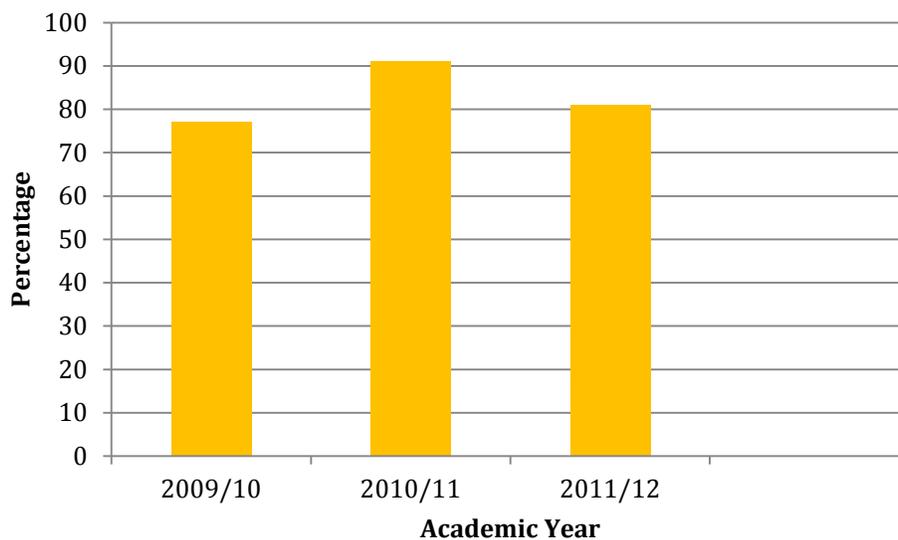


Figure 7.1. Academic department participation in the assessment program.

In addition to yearly assessment, the academic departments and programs engage in a much larger curricular review every ten years. This “ten-year review” draws from the yearly assessment process but enables a broader examination of the curriculum. It is an opportunity for departments to analyze whether their courses and programs are appropriate to the standards established by their discipline. It also allows them to make sure that they are in line with the Mission Statement and Graduate Qualities of the College.

<sup>3</sup> We based these plans on the best practices laid out in Barbara Walvoord's model of assessment.

The Educational Policy Committee (EPC) oversees ten-year reviews and [provides guidelines](#), updated each year, to the departments and programs under review. Reviews always start with the creation of a planning document. This document summarizes the department's or program's learning goals and its plan for assessment. Most departments/programs conduct a survey of graduates as an indirect measure of their success in meeting learning goals over time. In addition, EPC requires that departments and programs bring in consultants from other institutions, typically one representing a similar liberal arts institution and one from a research institution. These consultants review the curriculum based on disciplinary standards, and make recommendations to EPC and the Provost.

At the completion of the ten-year review, departments and programs develop an action plan and, twelve to eighteen months later, they submit a report to EPC outlining progress made on that plan. When departments decide to make changes to their curricula, they submit their plans to EPC. All proposed new courses, for example, must go through a review at EPC followed by a presentation to the entire faculty at a faculty meeting. EPC is also responsible for approving prerequisites for new courses or prerequisite changes in existing courses.

**Academic Affairs Services and Student Life.** Because student learning on campus occurs both inside and outside the classroom, [Student Life](#) and [Academic Affairs](#) support and service functions are deeply involved in our educational assessment efforts. All of the offices have developed mission statements and student learning and/or development goals. All but three offices out of sixteen have full [assessment plans](#). Academic Affairs offices began collecting data during the 2010/2011 school year and were required to submit their first assessment report last year. About 86 percent (six of seven) of the offices complied. So far this year four reports have been turned in and the rest are due in June. The one exception is the Writing Center which is postponing assessment during its reorganization.

This is the first year in which Student Life offices are required to turn in an annual report. So far, only three out of nine Student Life offices have submitted them. While we expect that several more will be turned in, anecdotal evidence suggests that personnel changes and time constraints partly explain the low compliance rate. In addition, Student Life is considerably different in focus, structure, and staffing than the academic and academic affairs departments and it is possible that we need to reformulate our assessment processes to take account of their unique situation. The EAC is currently discussing this situation and will meet with the Student Life offices in the fall to decide on a new course of action.

In addition to annual reviews, several programs (Center for Diversity and Global Engagement, Lilly, and Center for Entrepreneurship) undergo extensive reviews that are similar to the academic department's ten-year reviews. These include assessment of student learning and development. [CDGE](#), for example, just completed a report about their history, assessment to date, and plans for the future. They hosted external reviewers this spring. EPC is charged with overseeing these reviews as well as any proposed changes in programming.

**General Education & Graduate Qualities Assessment.** We implemented our current curriculum, [A Wooster Education](#), in 2002. This coincided with the formation of the EAC. For the first few years, this committee focused on assessing the requirements of the new curriculum. Several years into the process, however, the focus of the College and the EAC largely shifted to the development of assessment within academic departments and programs. By 2008, we had a well-developed assessment program in departments and were ready to shift back to assessment at the institutional level. The EAC presented a proposal to EPC to encourage it to develop a set of learning goals for the College. This led EPC into a year-long process to develop the College's [Graduate Qualities](#). The reconceptualization of the goals of a general liberal-arts education into Wooster-specific Graduate Qualities has given us a way to focus our institutional assessment efforts.

Because the College formally adopted the Graduate Qualities in 2011, we are still in the initial stages of their assessment. Last year the EAC finished linking each of the qualities to a [list of assessment tools and measures](#). The Provost then selected global engagement as the first graduate quality for assessment. The EAC has begun by administering a short inventory, the [Global Perspectives Inventory](#), to first-year students and seniors. This will allow us to measure change in global engagement over time.

The Provost's decision to begin assessment with global engagement complements our involvement with the AAC&U Shared Futures Project. Our goal, along with 31 other member institutions, is to strengthen general education programs through the development of a shared definition of global engagement and potential outcome measures. Two Wooster faculty members and a dean attended the AAC&U summer institute in 2011. After their return, they collaborated with the Center for Diversity and Global Engagement to initiate a conversation about the meaning of global engagement on our campus. They hosted five gatherings with faculty and staff in the humanities, social sciences, natural sciences, student affairs, and athletics. Over 100 people participated in these discussions. They worked to define global engagement and to ascertain how each division of the College contributes to student learning in this area. We have begun to identify themes and develop an action plan. For example, it became clear that the sciences do not feel included in the discussion on global engagement. In response, we are encouraging them to participate in the Hales group and in the Wooster In Programs. Additionally, our discussions last year highlighted our need to develop greater inter-cultural competencies. Toward this end, we brought to campus Dr. Derald Sue, a recognized expert in intercultural communication.

A second large-scale effort to assess the Graduate Qualities has come out of a joint effort between EPC, EAC, and the academic departments. Departments now have a common set of questions that they are required to ask in alumni surveys. [These questions](#) were selected from the HEDS (Higher Education Data Sharing) Alumni Survey which, in turn, is based on the Wabash National Study findings on effective teaching practices and the AAC&U LEAP learning outcomes. We selected questions that explicitly ask respondents how well they feel the College prepared them in the Graduate Qualities. In the future, we will be able to use the responses as an indirect measure of our success in meeting the qualities.

Another project to assess the Graduate Qualities came out of a [two-part project sponsored by the Applied Mathematics Research Experience \(AMRE\)](#). In 2011, one AMRE team assessed six of the College's experiential learning programs in terms of their success in meeting the Graduate Qualities. The AMRE team used surveys, G.P.A. data, and National Survey of Student Engagement (NSSE) data and found student-learning gains on at least six subcomponents of the Graduate Qualities. The team also developed a draft of an assessment tool for experiential learning programs for use in the future. A follow-up AMRE project in 2012 added more experiential learning programs to the analysis, incorporated 2011 NSSE data, and developed a model for assessing all experiential learning on campus.

**Writing Assessment.** Over the last ten years we have experimented with various methods to assess student gains in writing. In 2008, the Writing Advisory Board, the EAC, and EPC helped to create a plan for [critical writing assessment](#). The initial plan called for the development of a writing rubric but the EAC recently recommended that the College pilot the Collegiate Learning Assessment test as a more effective tool. The first administration of the test was in the 2011/2012 academic year. The response rate was not as high as we had hoped but we are analyzing the data to decide if it will be useful to administer the test in the future. In addition, the Writing Subcommittee of EPC is working with the new Director of the Writing Program to assess our writing intensive courses. The subcommittee recently traveled to Princeton, Swarthmore, and Haverford to gather best practices on writing instruction, writing assessment, and Writing Centers.

**Quantitative Literacy.** In fall 2010, two faculty members received a Hewlett-Mellon grant to explore [quantitative literacy](#) on campus. In February 2013, they gave a presentation to the faculty about their findings and the College is now deciding what, if any, changes to implement. One change to support efforts to foster quantitative literacy is the College negotiating software licenses for statistical and mathematical applications that permit installation on students' individually-owned computers.

**Research Abilities.** Because mentored undergraduate research is central to our pedagogical philosophy, we regularly engage in assessment of student research skills. For example, our students take part in the Research Practices Survey (RPS), a 72-item questionnaire designed to assess information literacy, including student's skills, attitudes, and approaches to using information sources in academic research. We share the results of this survey with departments, programs, and the library. The Director of Educational Assessment provides each of these groups with the results from the survey as a whole, as well as a detailed breakdown by major. As described later, several departments have used the RPS to make changes to their curricula. The Director of Educational Assessment, a dean, and a faculty member also described our unique information-sharing process in a paper ([Using Institutional-Level Assessment to Improve Undergraduate Research Skills](#)) presented at the 2011 annual Higher Learning Commission Conference.

Another way we have assessed research skills is through our participation in the Teagle Foundation-funded [Capstone Project](#). This project assessed capstone experiences at four schools: Allegheny, Augustana, Washington, and Wooster. In June of 2012 we received two reports: one summarizing the results of all four schools and one that was focused specifically on Wooster's

Independent Study. The reports are based on pre/post surveys with I.S. students and faculty, focus groups with faculty and students, and surveys of alumni. In general, the study found that Wooster's I.S. results in significant learning gains in skill areas including communication, research, and project management. There did not appear to be gains in incorporating multiple perspectives or civic orientation. The report describes elements of a successful I.S. and makes recommendations for the future. For example, the authors of the report recommend that Wooster investigate incorporating a reflective component into I.S.. Associate Professor of Computer Science Simon Gray, and four colleagues from the other schools involved in the project, recently [presented the findings](#) at the 2013 AAC&U Annual Meeting. We are now considering how best to implement the results and recommendations coming from this study.

As described in other areas of this report, Wooster offers a large number of summer research opportunities for students. SURE (Survey of Undergraduate Research Experiences) is a nationally-developed tool that assesses learning gains and evaluates various aspects of summer research programs. We have been collecting data for seven years and using it to make improvements to our programming. These improvements are described below.

**Engagement in Consortial and National Assessment Programs.** The College participates in a number of national and consortial assessment programs, some regularly and some periodically. While we do not have a long history of systematically analyzing and reporting on this data for educational assessment purposes, this is beginning to change. For example, as described, the results from the Research Practices Survey are distributed to the academic administration, the libraries, and the academic departments. Results from other programs, including the Higher Education Research Institute's First-Year Student Survey (CIRP) and Faculty survey, the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), the HEDS Senior Survey, as well as consortial projects and Wooster-specific surveys are available to faculty, staff, and students upon request. We are in the process of making these reports available through a secure website. Faculty and staff use these results for research, program assessment, or grant or foundation proposals; students who request the data are often using it for their Independent Study projects.

Our most recent consortia projects include the two multi-institutional Teagle grant-funded projects. The Capstone Project is described above. The goal of the other project, completed in 2009, was to develop ways to [assess critical and creative thinking](#) and to develop rubrics for use in college classes. Those rubrics are available for faculty use today.

#### **The institution uses the information gained from assessment to improve student learning. [4.B.3]**

**Departments and Summer Programs.** The use of assessment findings to improve student learning occurs widely at the departmental level. Most departments use their assessment results to improve their curriculum, pedagogy, assessment practices, and ultimately student learning. One example is the [Department of Communication](#). They created a rubric to analyze their junior independent study and found that the literature reviews written by their students were

generally weaker than other sections of the students' junior independent study documents. To address this, they adapted their junior-level seminar to increase coverage of this topic. They also redesigned the project guidelines to emphasize the importance of the literature review. [Geology](#) is another interesting example. Both direct and indirect measures indicated that oral presentation was an area that needed strengthening in the major. As a result, the department took steps to provide more skills training in this area and to increase oral presentation opportunities for their students. Similarly, faculty members in [Sociology and Anthropology](#) analyzed their students' scores on the Research Practices Survey and then adapted one of their required courses to focus more on the weaker skill areas. The English Department also used the results from the RPS to create a web-based methods tutorial for their majors.

Like departments, summer research programs also use assessment findings to improve student learning. One important assessment measure has been the SURE survey. The [data from 2010](#) indicated that our summer research students scored at or above the national average on all the measures but three. Faculty decided to revise the program the following year to address two of the weak areas—understanding the primary literature and understanding that assertions require evidence. Students were required to participate in a “journal club” where they read and evaluated primary sources. The following year, scores on both measures rose to the national average.

As these examples show, we often use departmental and program assessment to change existing courses or to propose new ones. We are also beginning to see references to yearly assessments in requests for new faculty positions. For example, the [Psychology Department](#) uses a standardized test to assess student learning in disciplinary topics. Several years ago, they found that the average score for Wooster students in the sub-areas of cognition, sensory processes, and psychophysiology was significantly lower than in the areas of clinical, abnormal, and social psychology. Through an analysis of their course offerings, they discovered that they were understaffed in exactly the areas of the low scores. As a result, the department submitted a request to hire a new faculty member. The request was not granted that year, but they have subsequently received a new faculty position.

**Academic Affairs and Student Life.** Academic Affairs and Student Life offices began participating in required assessment later than the academic departments. For this reason, it will take some time for most of these offices to make changes based on their data collection. [Off-Campus Studies](#), however, began assessment earlier than was required. They recently compiled a list of action items based on their own assessment and those of outside reviews. Staff members have already addressed a significant number of the recommendations. For example, they have actively investigated and helped to initiate short-term and Wooster-led study abroad programs. [Residence Life](#) has also begun to use assessment to make changes. In their first year of assessment, they created a survey to measure how well students understood their department's mission. The survey revealed a fairly low level of knowledge so this year staff members have begun publicizing the mission more widely.

**Our Institutional Uses of Assessment Findings.** Our institutional feedback loop for taking action on educational assessment findings is less well developed than the process at the

departmental level. At the same time, we have made clear progress over the last ten years and we intend to focus on this area in the future. Joint meetings between EPC and the Financial Advisory Committee (FAC) that occur at least annually are intended to inform both committees of educational priorities stemming from both assessment and strategic initiatives, the resource requirements of these priorities, and the implications of allocating resources to these priorities.

EPC has been involved in several initiatives to improve programs or change policies outside academic departments based on assessment. In 2011 and 2012, for example, they worked with [Off-Campus Studies](#) and the academic departments to reduce the number of endorsed study-abroad programs. The decisions were based on assessments of quality, frequency of enrollment in programs, and how well the programs matched the College and departmental missions. In a separate project, EPC joined with the Registrar to explore whether our disciplinary breadth requirements (currently two courses from each of the three major divisions at the College) should be changed. They conducted a transcript analysis to see if students simply fulfill the requirements or if they voluntarily exceed them by taking extra courses outside the area of their major. The [analysis](#) revealed that most students are taking more than the required number of courses across the curriculum. More specifically, natural science students frequently exceed their distribution requirements in the arts/humanities and social sciences, while the arts/humanities and social science students were much less likely to exceed their science requirements. EPC considered an increase in the science requirement but found that those classes are already overloaded. A recent increase in the size of the science faculty may help ease this problem but we plan to continue to keep an eye on this area in the future.

Assessment is central to the planning and implementation of new projects. APEX, for example, was created out of the work of an [advising task force](#). This taskforce used NSSE data to show the need for enhanced advising on campus. The task force conducted informational interviews with eight institutions that have comprehensive advising centers. They also visited several of them. The data collected through this process, in combination with a reading of the best practices in the literature and knowledge of Wooster's strengths and shortcomings relative to comprehensive student advising, resulted in the adoption of a developmental advising approach. This approach guides the work of Academic Advising, the Lilly Project, the Learning Center, Career Planning, and Experiential Learning, evolving to our new integrated program, APEX.

ARCH is another good example of how assessment data is used to enhance and improve a program. From its inception, we have administered surveys to [students](#) and [parents](#) to gauge areas of strength and weakness in our programming. We have made a number of changes based on responses to these surveys. For example, in summer 2012 we changed the schedule to allow students more time with their advising teams.

While assessment data has helped us to enhance current programs and develop new ones, this data has also been used to eliminate less effective or ineffective programs. For example, during the 2009/2010 year, EPC assessed the [Cultural Area Studies Program](#). They considered the numbers of majors, the quality of the program curriculum, and the impact on the departments that provided faculty resources for the program. Based on EPC's analysis, the faculty voted to

discontinue the program. The [First Year Living and Learning Program \(FYLLP\)](#) is another example. It was a pilot program that housed classes of first year seminar students together. The goal was to build community, enable students to continue discussing the ideas raised in class, and allow for evening learning opportunities. Because there was not strong evidence the program was effective and because the scheduling logistics of FYLLP required students to select into a FYLLP prior to attending the ARCH program, the College decided to suspend FYLLP. Similarly, the Sophomore [Major] Declaration Dinner was discontinued based upon data from department chairs that indicated that the dinner did not have any obvious positive effects like increasing enthusiasm for the major.

**We have ambitious, attainable, and appropriate goals for student retention, persistence, and completion. We collect and analyze information on our success in these areas. We use the information we collect to make improvements as warranted by the data. Our processes and methodologies reflect good practice. [4.C.1; 4.C.2; 4.C.3; 4.C.4]**

The College of Wooster has established its attention to persistence and completion rates in many ways. In March of 2011, the President set a retention goal of 90 percent from first year to sophomore year. In the fall of 2011, the BOT formally adopted this goal for the College and a Dean of Retention was appointed and tasked with developing and implementing a plan to achieve this goal. The 90 percent goal was higher than we had ever achieved previously. The goal was set based on [analysis of our peer institutions](#)—those who enroll students of similar academic and demographic characteristics to Wooster students.

The College attained its 90 percent goal for the class of 2014 and 2015 (Table 7.1). Our goal now is to sustain this level of retention with the class of 2016.

Table 7.1

*Percentage First to Second Year Retention at Wooster and Peer Groups*

	Year										
	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
Wooster	86	87	86	88	87	85	88	87	89	90	90
Ohio 5 Mean	87	88	89	88	88	91	89	89	91	90	
GLCA Median	87	87	87	89	88	88	88	88	89	89	

The College of Wooster has many mechanisms in place to collect information on student persistence and completion of programs. Each of the reports/surveys analyzes a different sector of the campus population, but as of yet, there is no formal cohesive campus-wide collection of data on each initiative’s direct effects on persistence and completion. The Dean of Students and the new Associate and Assistant Deans of Students for Retention and Academic Engagement are developing a plan to integrate the various efforts. The resources we have used to inform our retention efforts have included:

- IPEDS Graduation, Enrollment (including first to second year retention), and Completions surveys
- [Exit Surveys](#) that are administered when students transfer
- [HHMI Output](#) produced by Heather Fitz Gibbon used to support Howard Hughes Medical Institute (HHMI) grant and STEM grant
- [POSSE](#) and [EWS- Special Programs and Transfer Student Report](#)
- POSSE Report to Board of Trustees
- [Student Withdrawal Surveys](#)
- [TORQ](#) (Termination of Registration Questionnaire) Report
- [Benchmark book](#) – Retention & Graduation
- [Retention Analyses](#): Board of Trustees Retreat – June 2012
- An AMRE team conducted a [study on retention](#) . It identified a number of variables associated with an increased probability of graduating. These included studying abroad, a high rank in high school, and a high first year GPA.
- The Dean of Students Office asks students withdrawing from the College to complete an [internal on-line exit survey](#) which includes information about why they are leaving and what they are planning to do after Wooster

Over the last ten years, we have used data from IPEDS and the TORQ to create a number of new programs to improve student retention. For example, five years ago, we started an annual weekend-long off-campus sophomore retreat. This program was based on data showing that the greatest numbers of students who withdraw do so during or after their sophomore year. The retreat, which includes about 15 percent of the sophomore class, gives students the space and time to think intentionally about their futures and how Wooster can help them reach their goals. Retreat organizers also design activities to build community and to forge a stronger connection between students and the College. In the Worthy Questions Program, students and adult mentors meet to “ask questions worthy of the person you can become.” Students are matched with an adult mentor and also meet weekly to reflect and discuss (three times a month in a small group of fellow students, once a month with the whole Worthy Questions community of students and mentors). Topics for whole community discussion have included: What constitutes a real and authentic human relationship? How do I honor the many and different aspects of myself? What do I fear? What prevents me from living the life I dream of living? Students are nominated by faculty or staff members and then apply for the program.

A final way we have used our TORQ and Registrar’s data is to support three successful grant applications to the Howard Hughes Medical Institute (HHMI) and the National Science Foundation (NSF) to increase the retention and recruitment of STEM (science, technology, engineering and mathematics) students. Our data showed that a high percentage of our students who enter their first year with an interest in the sciences do not complete their intended degrees. Instead, they change their majors to a non-science field or withdraw from the College. HHMI funds were used to create a range of summer research opportunities for STEM students, increase mentoring, and build bridges among the sciences to allow for more interdisciplinary opportunities. Using similar data, the College applied for and received a [2011 NSF STEM](#) grant that is funding a new program to

recruit and retain women, people of color, and people from low socioeconomic backgrounds in STEM fields.

#### **We evaluate the success of our graduates using appropriate indicators. [4.A.6]**

One of our primary goals at the College is to “become leaders of character and influence in an interdependent global community.” Our graduates do this by developing skills that, most immediately upon graduation, prepare them to be successful in further education and employment. We use several methods to track our graduates so that we can assess whether we are achieving these goals.

Career Planning collects data on the further education and employment of alumni. Response rates are somewhat low but they provide a glimpse of what our graduates are doing six months after graduation. In the class of [2010](#), 63 percent of respondents were employed, 22 percent were in graduate school, 10 percent were seeking employment, and 5 percent were doing internships, volunteer work, or were pursuing non-degree granting continuing education. Our data indicate that the most common fields for our graduates are education, nonprofit/human services, environment, health care, and government. Wooster students also participate in different kinds of volunteer programs, internships, and fellowships. In 2010, for example, Wooster ranked eighth (tied with three other schools) among small schools in the number of people accepted into Teach for America. In addition, nine students who have graduated since 2006 have participated in the Peace Corps. We are also proud that, since 2003, nineteen Wooster graduates have received NSF graduate fellowships.

Data about law and medical school admissions indicate similarly high levels of success of our alumni. In the last five years, data provided by the [Law School Admissions Council](#) indicate that at least 95 of our recent graduates who have applied to law school have been admitted and begun a program. In the same period of time, our graduates have been accepted to between 45 and 74 different law programs each year including many top-tier schools such as Columbia, Cornell, Berkeley, and University of Pennsylvania. In terms of medical school, data from the [Association of American Medical Colleges \(AAMC\)](#) and the [American Association of Colleges of Osteopathic Medicine \(AACOM\)](#) show that 61 percent of the Wooster alums who applied to MD and DO programs between 2008 and 2012 were accepted. Of those who applied for MD programs, 46 percent were accepted (compared to 43 percent nationally) and 68 percent of our students who applied for DO programs were accepted (compared to only 44 percent nationally).

A measure of the success of Wooster alumni in graduate school comes from a comparison of Wooster data to the study done by the [Annapolis Group](#) of colleges. Although these colleges are quite similar to us, we found a number of positive ways that we stand out. For example, 58 percent of Wooster graduates report going on to receive a graduate degree. This compares to 38 percent of the Annapolis study participants and 39 percent of private university participants more generally. This suggests that Wooster students are particularly well prepared for graduate school.

Affirming our alumni self-reports is the [Baccalaureate Origins of Doctorate Recipients](#) produced by the National Science Foundation. Their 2009 data reveals that we rank 29<sup>th</sup> out of all similar colleges (by Carnegie classification) in the US in terms of the percentage of students who go on to get a PhD. Between 1995 and 2009, 298 Wooster graduates received a PhD. Our graduates received PhDs in a wide range of fields, with 12 percent of the degrees in chemistry, 16 percent in biology, almost 10 percent in non-science education, 6 percent in psychology, and about 5 percent in political science. While Wooster did well in all areas, it is particularly notable that we ranked sixth in chemistry, ninth in physical sciences, fifteenth in political science and public administration, and eighteenth in history.

We recognize that one of the reasons our students are so successful after they graduate is that the College attracts students who have a strong interest in our distinctive educational approach and inquiry. At the same time, we have evidence to suggest that the Wooster experience boosts employment success. In an [alumni survey](#), 65 percent of graduates told us that their Wooster education gave them a “high” level of preparation for career change or advancement. This compares with 63 percent for Annapolis study participants and considerably lower percentages for the private and public schools participating in the Annapolis study.

#### **SUSTAINING OUR MOMENTUM: STRENGTHS, OPPORTUNITIES, AND CHALLENGES**

One of our accomplishments during the last ten years has been the development of a culture of assessment. This means that we have moved beyond simply doing assessment because it is required. It is now central to our planning and, increasingly, to our decision making. We believe that this new mindset is largely the result of an assessment approach that involves constituencies from across campus. For example, when the [EAC](#) was made a standing committee in 2009, we decided that it would be composed of at least two faculty members, two staff members, two administrators, and two students. Departmental and program assessment also involves many members of the College community. Faculty and staff develop learning goals and assessment plans, write reports, present results, and decide on action items. They are encouraged to develop or identify their own valid and reliable measures, involving them deeply in the process and allowing for the collection of data that is meaningful in our institutional context. Finally, the creation and adoption of the Graduate Qualities was truly a community-wide effort involving focus groups with students, faculty and staff, and alumni.

The Director of Educational Assessment and the EAC have also played a key role in the development our culture of assessment. Between 2008 and 2012, the EAC hosted [ten brown bag lunches](#) to educate faculty and staff on best practices in assessment. While the average attendance has been about 10 faculty and staff members per brown bag, two of the presentations attracted over 25 participants. Nineteen faculty members attended more than one presentation. In 2009/2010, the EAC funded five mini-grant proposals and another six were awarded in 2010/2011. Most of these supported attendance at assessment conferences. In addition, the Director of Educational Assessment provided crucial support to offices and departments and also created a web resource with best practices for departmental assessment. Our own departments use this website as a resource as do staff members at other institutions.

Faculty and staff are sharing their work in assessment through publications, [presentations](#), and attendance at on and off-campus workshops and conferences. In Spring 2012 the Director of Educational Assessment conducted a survey of faculty and key staff members in Academic Affairs and Student Life to find out their involvement in assessment activities. The results showed that, since 2003, Wooster faculty and staff members have [published](#) at least 15 articles or book chapters on assessment (or containing a significant discussion of assessment). Twenty-one faculty members received grants that include an assessment piece. Given this, it is not surprising that results for institutional questions included in the [2010-11 HERI](#) Faculty survey reveal high levels of faculty awareness of assessment. About 79 percent of the respondents said that they “have a good understanding of what assessment means and how it takes place at the College of Wooster.” Eighty four percent said that they are “aware of the various assessment activities occurring at Wooster.” Over 71 percent of faculty agreed or strongly agreed that, “Assessment is valued by Wooster’s faculty.” Additionally, about 94 percent of respondents reported that they either strongly agreed or agreed that the administration at the College values assessment.

As the HERI results suggest, the culture of assessment at Wooster is encouraged by the senior administration. Both the President and the Board of Trustees have also expressed a great deal of interest in our assessment activities. The Academic Mission Committee of the Board, for example, receives presentations on yearly assessment reports from departments as well as frequent briefings about other assessment efforts on campus.

The College is already looking ahead to the next ten years. We hope to build on our successes and address a number of challenges that have emerged. First, we believe that we may have reached an assessment plateau where change will be needed to maintain our forward momentum. Evidence for this includes last year’s slightly lower rate of departmental assessment report submission. We are also concerned by the fact that a few departments consistently report that they are accomplishing their learning goals and do not need to make any changes. Although this could mean that all is well, it could also suggest that these departments are not deeply engaged with assessment. Similarly, while Student Life and Academic Affairs have made impressive progress, some offices appear to be having trouble institutionalizing assessment. A final piece of evidence comes from the EAC [mini-grant program](#). This program offers funding to innovative assessment activities or attendance at assessment conferences. This has been a popular program, but the number of applications has dropped over the last year.

Fortunately, now is an ideal time for us to step back and consider how well our assessment processes are working across campus. When we developed our plan over five years ago, there were few faculty or staff members with any experience in educational assessment. Today, many members of our community are deeply involved in assessment and are perfectly positioned to engage in a conversation about the future. We have also hired a new Director of Sponsored Research and Foundation Relations who may be able to help support some areas of the assessment program. The recent departure of our Director of Educational Assessment, while a loss for the College, also opens the door for us to talk about what we want the future of assessment to look like. Finally, we are involved in a number of groups, such as the Presidents’ Alliance of the

New Leadership Alliance for Student Learning and Accountability that can provide ideas and resources as we move forward.

A second area for future work, perhaps related to the first, is that while we have been successful in including a wide range of people in assessment, there appears to be room for us to be more explicit about the roles and responsibilities of each administrator, office, committee, and individual. For example, during the 2011/2012 year, there was some debate about whether it was the role of EAC to encourage and support assessment by serving as a resource or whether the committee was charged with actually carrying out the assessment. The EAC is revisiting its committee charter with the purpose of [defining its role](#) in such a way that provides a clear delineation of its responsibilities, and in part, shapes professional support for educational assessment. At the same time, we need to think about the roles and responsibilities of individual faculty and staff members in assessment as 23 percent of respondents to the HERI survey strongly agreed that, “assessment has significantly increased my workload.” A further 58 percent agreed somewhat. It is likely that with some creative thinking and some changes in our practices, we can find ways to decrease or redistribute the workload associated with assessment without diluting the effectiveness of our assessment effort.

A clearer division of roles and responsibilities could also be helpful to us as we work to develop a stronger institutional feedback loop. For example, we may consider creating a more formal link between the EAC and EPC. While EPC and FAC have an agreed-upon collaboration and joint meetings, the EAC does not have this arrangement with other committees. It is likely that such collaboration could lead to a better system for the use of assessment in budgeting and faculty positions. Finally, we are committed to continuing our efforts to create a more systematic way for data to be used and shared. It will be important to clarify roles and create a system to make the campus aware of various data sources. We also hope to ensure that all data we collect are used in a meaningful way. As part of this, we hope to move awareness of and participation in assessment to an even wider group of staff members.

We anticipate that the next ten years will be a time of growth and change to build on our now-solid foundation of assessment work on campus. We are proud of the progress we have made and look forward to continuing our efforts to create the best possible environment for student learning.

**CHAPTER EIGHT: ON PURPOSE – STRATEGIC PLANNING AT WOOSTER**  
**CRITERION 5: GOVERNANCE, RESOURCES, PLANNING & INSTITUTIONAL EFFECTIVENESS**

For nearly 150 years, The College of Wooster has committed to educating students in the liberal arts tradition. For the last five years, we have committed to developing an institutional culture of planning that influences our decision making so that we can sustain this tradition. We plan for our future with an understanding of the dynamics of our current contexts, both externally and internally, adopting a planning “framework” as our conceptualization of a strategic plan to provide the agility that is essential to sustaining and advancing the College. We have revised our governance processes and structures as leadership is critical to both our planning and the implementation of our strategic initiatives. We have adopted planning-linked budgeting and assessment processes, yet these are still in early stages of implementation. As no institution has all the resources it needs to do all that it wants, we have done much with our human, facilities, technology, and financial resources to advance our core mission and strategic initiatives. We remain focused on implementing strategic initiatives in the areas of enrollment, endowment, voluntary support, and resource stewardship to strengthen our resource foundation.

**CORE COMPONENTS**

**We engage in systematic and integrated planning that encompasses the institution as a whole and considers the perspectives of our constituencies. [5.C, 5.C.3]**

The objectives of Wooster’s planning process are to (a) develop an institutional culture of planning that fosters strategic thinking and influences all decision making, resource allocation, and assessment efforts, and to (b) develop a plan that is an agile, living document based on our core educational values and realities of our current and future contexts. At the time of the launch of our planning process in 2009, these objectives and our approach were “new” to the College, which had previously used more traditional and formal planning approaches with less of a mission orientation and less engagement of the Board.

We piloted this approach in fall 2008 and winter 2009 as students, faculty, staff, and trustees engaged in a broad and transparent [contingency planning process](#) that was motivated by the financial downturn. Of particular importance was that our process was guided by a number of articulated principles, the most important of which was that the primary focus should be on stewarding the integrity of Wooster’s core mission and educational values and allowing for continued investment in strategic initiatives designed to advance our core mission and to improve our market position. The contingency planning process identified \$5.2 million in interventions which were prioritized and then adopted to address a projected \$2.0 million operating budget deficit for FY10.

The steps in the planning process and our current “refresh” of our [Strategic Framework](#) are designed to encompass all stakeholders and include both internal and external contexts. The steps that guided our original process are outlined in the [“Plan to Plan for The College of Wooster.”](#) Our

current “refresh” is following many of the same steps, this time informed by our institutional assessment of our progress, greater awareness of our external environment, and our self-study. A blog, [“On Purpose: Strategic Planning @ Wooster.”](#) chronicles our planning activity and provides [updates on our annual strategic priorities.](#)

As a “living, agile document,” our *Strategic Framework* serves as the umbrella for corollary plans including a [marketing plan](#), [enrollment plan](#), [campus facilities master plan](#), five-year strategic financial plan, and emerging capital campaign plan. Generally, our institutional planning process is also applied in the development of related plans. Most recently, the campus facilities master plan employed a similar process; the self-study, as an important component of our “refresh,” engaged the entire campus community in multiple ways.

**Our planning is based on a comprehensive and thorough understanding of our contexts. We anticipate emerging factors and fluctuations in our current environment. [5.C.4, 5.C.5]**

Our planning, the identification of strategic initiatives, actions to implement these initiatives, and priority setting are all informed by competitive and comparative benchmarking, resource considerations, current and future trends, and economic realities. This occurs in the planning and planning “refresh” processes during development of multiple and integrated [strengths-weaknesses-opportunities-threats assessments \(SWOTs\)](#) and the development of a “situational analysis” that frames the strategic initiatives outlined in our then current *Strategic Framework*.

In Fall 2011, President Cornwell established the [“Horizon Group,”](#) which is a group of faculty and staff to consider emerging longer-term trends and issues through the exploration of questions about the future of residential liberal arts education: “What are the threats and opportunities that we can see peeking over the horizon for American higher education in general? The liberal arts niche within the American and global markets? With regard to The College of Wooster in particular?” In its first two years, the group has explored questions around the global context for higher education, demographics, liberal education as an American paradigm, technology and the liberal arts, Wooster’s Graduate Qualities and our mission in the future and the “blank slate” curriculum to achieve them, and the evolving professional identities and responsibilities of the professoriate.

As the initial context for our strategic planning was the economic downturn of 2008, we are well aware of the impact of fluctuations in resource and the broader economic and demographic contexts. The experience of successful [contingency planning](#) and more complete understanding of our most volatile resource and expense parameters have served to ground our planning aspirations generally.

The purpose of a “strategic framework” is that it is agile, not “fixed,” as are many strategic plans. Our [Strategic Framework](#) outlines concepts of initiatives to achieve Wooster’s strategic objectives. Each initiative goes through a planning phase, during which resources (human, physical, financial) are identified. Resource needs are included in the strategic financial plan, and

incorporated into the annual operating budget as resources are made available. This process provides for flexibility, and the opportunity to modify plans should resources or the external environment warrant.

The College [assesses its progress](#) on its annual strategic priorities and progress on the initiatives in the *Strategic Framework* annually. We anticipate that on an approximate three-year interval, we will continue to “refresh” the *Framework*, thus permitting us to take stock of our capacity and potential challenges or threats.

### **Our planning process ensures our collective, divisional, and departmental goals and objectives are consistent and realistic. [5.A.3]**

The College’s mission statement is incorporated within the *Strategic Framework*. Academic departments have “mission statements” derived from the College’s mission statement. Administrative divisions and departments vary – some have formal mission statements, others set priorities in the context of the College’s mission and strategic objectives and priorities, others do not have mission statements per se, as they see their purpose to enable and support the academic and co-curricular work on campus, which in essence, is their mission. [Annual Strategic Priorities memos](#), which reflect the goals for the academic year, and divisional and departmental annual priorities, are informed by both the priorities in the *Strategic Framework* and annual budget.

### **We work systematically to improve our performance. [5.D.]**

Throughout this self-study we have provided insight into how the College, across all areas and in many ways, works to fulfill our core mission with distinction. Our third strategic objective, “we will sustain our momentum by developing a campus-wide and sustainable culture of planning as an effective, collective endeavor,” is predicated on continual review and improvement, whether it is in our educational program, student support services, administrative operations, or governance. This self-study is one of our current strategic initiatives designed to achieve this objective. We acknowledge that we have areas where we can improve, and areas where our approaches are due for a “refresh,” though we believe that in the three-plus years we have been focused on “develop[ing] an institutional culture of planning that fosters strategic thinking and influences all decision making, resource allocation, and assessment efforts” we have accomplished much.

### **We develop and document evidence of performance in its operations. [5.D.1]**

In addition to assessment of our educational program (Criterion 4), we have established both a [dashboard pilot](#) and an [annual strategic priorities review process](#). Our most unique assessment is the presidential appraisal. The Board’s annual appraisal evaluates the president’s performance in terms of accomplishing our annual strategic priorities; the periodic [faculty appraisal of the president](#), and five-year Board appraisal focus on priorities from the *Strategic Framework*. In reality, the appraisals have proven to be effective assessments of our institutional progress, and results are used in our formal reporting on our progress.

Individual areas of the institution use different approaches to planning, internal resource allocation, and evaluation; some are [well documented and systematic](#), others are less formal, though all divisions compile an annual review of priorities accomplished and recommended priorities for the upcoming academic year. Assessments in individual areas, coupled with the priorities in our *Strategic Framework*, serve as the basis for establishing our annual institutional strategic priorities.

Specialized studies, reviews, in-depth profiles, and ad-hoc “quick” analyses are used to analyze our operations and competitive and comparative positioning. Where applicable, our analyses include benchmarking to the appropriate peer group. Our institutional peer group is the [Great Lakes Colleges Association](#) (GLCA) institutions. For admissions and pricing, our peers include the GLCA as well as our marketplace competitors. As part of our planning “refresh,” we will explore adding one or more peer groups, one of which will be a “resource and program comparable” set of similar institutions.

**Our governance and administrative structures promote effective leadership and support collaborative processes that enable the College to fulfill its mission. [5.B]**

**We engage our board, administration, faculty, staff, and students in planning, governance, policy, and processes as appropriate for their respective relationship to the College. Our board is knowledgeable about the College and fulfills its fiduciary responsibilities. Faculty, administration, students, and staff are involved, as appropriate for their respective roles, in setting requirements, policy, and processes.**

Achieving the third objective of our *Strategic Framework*, “to sustain our momentum” is dependent, in part, on improving and strengthening our governance processes, communication, and by establishing participation and transparency in policy setting and decision-making which were a few of the charges outlined for the new president in 2006.

Since 2008, the Board of Trustees and Faculty have been engaged in a process of careful assessment and revision of governance, leading to significant revisions in both structures and processes of governance. With these changes, both have committed to periodically assessing the effectiveness of governance structures and processes.

The College’s governance structure is similar to those at most residential liberal arts colleges. The roles, responsibilities, and authorities of the Board of Trustees, Administration, and Faculty, their respective governance committees, and other campus committees are defined in various College documents, including the [Bylaws](#), [The Statute of Instruction](#), [Campus Council Memorandum](#), and [Scots’ Key](#). Table 8.1 lists the respective governance or consultative groups for each College constituency.

Table 8.1.

*Constituencies and Governance or Consultative Groups*

<b>Constituency</b>	<b>Standing or Elected Committees</b>
Board of Trustees	Executive, Academic Mission, Audit, Campus Stewardship, College Advancement, Enrollment & Marketing Strategy, Faculty Relations & Joint Committee on Conference with Trustees, Finance, Information Technology, Investment, Student Development, Trusteeship & Governance
Major Elected Committees of the Faculty	Committee on Committees, Committee on Conference with Trustees, Educational Policy, Financial Advisory, Teaching Staff & Tenure
College-Wide	Campus Council
Staff	Staff Committee (consultative)
Students	Student Government Association
Alumni	Alumni Board

**Board of Trustees.** The College of Wooster is governed by a Board of Trustees consisting of 43 members, one-third of who are elected annually for a three-year term. Six members of the Board are nominated to membership by the alumni of the College. The President of the College is a trustee *ex officio* with vote.

The structure, responsibilities, organization, and procedures of the College’s Board of Trustees are delineated in the [Bylaws of The College of Wooster](#) as amended. Each committee of the Board has a [charter](#) that outlines the responsibilities of the committee. Faculty and student observers attend committee and full meetings of the Board. Members of Committee on Conference with Trustees meet with the Faculty Relations Committee, and students, typically representatives of student government or leaders of student organizations, meet with the Student Development Committee at each campus Board meeting. These meetings are trustee-faculty or trustee-student meetings only; administrative staff members do not attend.

The Board of Trustees formed an ad hoc Governance Committee in 2009 to review all aspects of the Board’s governance structure, including committees and the roles and responsibilities of the Board. The committee’s work has been guided by many of the best practices for independent college boards as outlined by the Association of Governing Boards. The ad hoc committee made recommendations in four areas: [a new committee framework, a strategy for reducing the size of standing committees, a redesigned weekend Board meeting schedule,](#) and [outlining the authority and responsibilities of the Board and its committees](#). The recommendations were endorsed in principle in June 2010, and formally adopted in October 2010. The changes resulted in revisions to the [Bylaws of The College of Wooster](#), [charters](#) for each Board committee that outline their responsibilities, development of annual work plans for each committee that include the major strategic discussions and decisions for the committee, and a [plan for periodic assessment](#).

The Trusteeship and Governance committee has conducted two surveys to assess the effectiveness of the governance changes and committee structure. The first survey in 2011 indicated that trustees:

- understood their duties and responsibilities as members of the Board;
- understood the respective roles of the Board and Administration;
- Actively participate in meetings;
- Believed that more could be done to provide opportunities for rotating leadership within the Board and its committees;
- Agreed that there is an appropriate and sufficient number of meetings between the Board and faculty, staff, and students; and
- Believed that meetings are candid and constructive and are conducted in a manner that ensures open communication, meaningful participation, and critical questioning.

The Trusteeship and Governance Committee is completing review of the results of an assessment of individual committees' effectiveness. Summary results were shared with committee chairs at the Executive Committee meeting of the Board in January 2013. Quantitative and qualitative indicators affirm that changes in governance are having the desired effect:

- committees seek to fulfill their responsibilities well;
- trustees are gaining clarity of their roles and that of the administration;
- they seek more strategically focused issues and discussion in committee;
- they recognize that given many of our strategic initiatives committees' work is now more interdependent;
- they express concern that some committees may require highly specialized knowledge;
- they want to be connected with their committees between on-campus meetings;
- they realize that orientation to committees is important for both new trustees and trustees new to committees; and
- they value metrics and assessment.

The Trusteeship and Governance committee conducted a "board skills inventory survey" in 2012. The resulting inventory provided a profile of functional, strategic, specific, and personal board skills. The committee uses the inventory information in the processes of committee assignment and identification of potential trustees, particularly in areas where areas of expertise and skills would complement our current Board composition.

The process of selecting trustees begins with identifying individuals with a strong connection to the College, whether they are alumni, parents, or friends. Of the 40 current trustees, 33 (82.5%) are alumni, four (10%) are parents of current or former students, and three (7.5%) are members of the local community. The Board includes six alumni trustees elected by the Alumni Association.

All new trustees participate in an orientation program that begins before they attend their first meeting. Following their election to the Board, the Secretary of the College sends them a "letter of welcome" and provides them with general information about the College and the Board, the then current annual strategic priorities and planning updates, and various College publications about faculty accomplishments and educational programs. The formal orientation program occurs on campus, when new trustees meet with the president, and members of Cabinet, and Board

leadership. New trustees are provided with mentors, who are “veteran” trustees. A mentor meets with the new trustee prior to the new trustee’s first board meeting and then throughout the first year. All trustees are guided by the [Association of Governing Board’s “Statement of Trustee Responsibility”](#) as the Trusteeship and Governance Committee develops a similar statement specific to Wooster.

Each Board meeting begins with the President’s update and overview of the weekend. The Saturday full board meeting includes a one-hour “strategic discussion” that focuses on an issue of strategic importance to the College. Recent strategic discussion topics have included: “the board’s role in academic affairs,” “Wooster’s Community of Learners initiative,” “dashboards and metrics,” “the Board’s role in accreditation,” and “marketing and enrollment plans.” The annual trustee retreat, held in conjunction with the June meeting, provides for in depth discussion of a strategic topic. Board retreats have focused on strategic planning, marketing, strategic initiatives, identifying indicators of our progress, and understanding the demographics and characteristics of Wooster’s students.

The Trusteeship and Governance committee reviews the charters and annual workplans of each committee to ensure the responsibilities of the Board are being fulfilled, as appropriate, through the work of committees.

**The College’s governing board is sufficiently autonomous to make decisions in the best interest of the College and to assure its integrity. [2.C]**

**Our Board’s deliberations reflect priorities to preserve and enhance the College. [2.C.1]**

The changes in Board governance had the additional intent to focus Board discussions on high-level matters of strategic importance to the institution, and to advance the strategic objectives and related strategic initiatives outlined in the College’s *Strategic Framework*. This is most evident in the individual committee charters, and in the topics of Board strategic discussion sessions and annual retreats. The Board has taken specific actions in advancing elements of the strategic initiatives outlined in our *Strategic Framework*. These actions follow the Board’s deliberations on plans presented by the Administration. Examples of such actions include approval of additional salary pools for advancing faculty and staff salary competitiveness, the construction of the Scot Center, major renovations to provide facilities appropriate for CoRE and APEX, and approval of annual budgets that are based on strategic priorities.

**Our Board reviews and considers the reasonable and relevant interests of our internal and external constituencies during its decision-making deliberations. [2.C.2]**

The Committee on Conference with Trustees is a six member elected committee of the faculty. Among its charges it to relay faculty concerns to the Board. They do this at a meeting held with the Committee on Faculty Relations each time the Board convenes. No administrators are present at this meeting. Similarly, students, typically members of Student Government, meet with

the Student Development Committee of the Board. Both the student and faculty committees also send representatives to observe trustee committee meetings and the full Board meeting.

The Board's membership includes perspectives of the College's constituents, including alumni, parents of current students, and community members. As noted, six members of the Board are nominated to membership by the alumni of the College. In addition to alumni, the Board seeks to have members who are parents of current students and members of the Wooster community.

**Our 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 College. [2.C.3]**

The Board operates in accord with the *Bylaws* of the College, the College's [Amended Articles of Incorporation](#) (in particular, Article V), the [Covenant](#) between the College of Wooster and the Synod of the Covenant of the Presbyterian Church. These three documents describe the respective responsibilities of the Board and the extent of the continued understandings between the College and the Presbyterian Church since the College became independent of the Church. As a private, independent institution, we are non-partisan in our activities, and have policies guiding non-partisan activity on the campus, including fundraising and events (these are described in detail in the [Handbook of Selected College Policies](#)).

All Board members disclose any potential conflict of interest with respect to serving as a Board member; Board members are expected to recuse themselves from discussions or deliberations when they may have a disclosed or potential conflict.

**Our Board delegates day-to-day management of the College to the administration and expects our faculty to oversee academic matters. [2.C.4]**

The College's *Bylaws* reserve the general power to "oversee the quality of the curricular and co-curricular educational programs of the College and their alignment with Wooster's mission, strategies, and financial resources" for the Board. The day-to-day operation of the College is the responsibility of the administration and faculty.

The [Academic Mission Committee's charter](#) clearly states that the faculty is responsible for "the content and structure of the curriculum of the College and for the pedagogy employed to achieve the learning goals set out by individual faculty, by departments and programs, and by the Faculty as a whole." The administration is given the responsibility for "nurturing the continuous development and improvement of the faculty, curriculum, and pedagogy, and for rigorously evaluating the quality of the same." The Board is responsible for only for general oversight: "The Board of Trustees, through the work of the Academic Mission Committee, is broadly responsible for stewarding the quality of the College's core mission."

As noted previously in this chapter, assessments conducted by the Trusteeship and Governance Committee indicate that trustees understand their duties and responsibilities as members of the Board and understand the respective roles of the Board and Administration.

**Faculty.** The primary governing document for the Faculty is [The Statute of Instruction](#) (“*The Statute*”). The *Statute* governs the Faculty with details concerning the duties and rights of the Faculty and is binding on both the Faculty and the Board of Trustees. Recent revisions to both the *Bylaws* and *Statute* have further delineated and clarified the role of the Board and the Faculty with respect to the educational program and policies. The *Statute* also details the committee structure within the faculty including the five elected committees. As required by the *Statute*, the five elected committees<sup>4</sup> meet together once every semester with the President.

Our elected committee structure [changed significantly in the 2009-2010 academic year](#). Many of these changes followed from a change in presidential leadership. President Cornwell supported stronger faculty governance, and, most notably, to further that cause, asked to be removed from several faculty committees and for a faculty member to moderate faculty meetings rather than the President. Similar changes were made in faculty committees, with each committee now selecting a faculty member as its chair, rather than an administrator chairing the committee. “Crosstalk” is a biweekly meeting among the President, Provost, and chairs of the major elected faculty committees and the chair of the faculty meeting. The purpose of Crosstalk is to facilitate communication among the President and the committees, and, given its status as a “non-governmental organization,” serve as one resource for the president in which to elicit faculty opinion and counsel on strategic and policy matters.

Other changes relating to faculty governance included establishing an elected faculty grievance committee to replace the practice of forming ad hoc committees when needed; changing all elected terms to be three years, so as to minimize disruption to committee work and logistical complexities when faculty are on leave; and revising the charges and composition of a number of appointed committees. The main impetus for the latter change was to decrease the overall number of faculty members who needed to be placed on committees as we had found it difficult to fill committees with appropriate representation and to bring the workload of the committees in line with one another.

Concurrent with the changes in faculty governance, we restructured the leadership of Academic Affairs. The position of Vice President for Academic Affairs became the Provost and the position of Dean of the Faculty was divided into two positions: Dean for Faculty Development and Dean for Curriculum and Academic Engagement. This restructuring resulted in the changes in the academic administrators who served on faculty committees

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<sup>4</sup> The five major elected committees are: Committee on Committees, Committee on Conference with Trustees, Educational Policy Committee, Financial Advisory Committee, and Teaching Staff & Tenure Committee. Collectively, they are referred to as the “Big 5” committees.

Faculty members indicate that the changes in governance and processes are effective, though, as noted in discussion of core component 3.C.1, sentiment remains that committee service can be a significant component of faculty workload (Table 8.2 and Figure 8.1).

Table 8.2.

*Faculty Involvement in Decision Making and Impact of Committee Work*  
(source: HERI Faculty Survey 2007-08 and 2010-11).

% agree or strongly agree	Wooster Faculty		
	Men	Women	All
<i>Faculty are sufficiently involved in campus decision-making</i>			
2010-11	75%	79%	77%
2007-08	86%	71%	79%
<i>Committee Work is a source of "some" or "extensive" stress</i>			
2010-11	78%	76%	77%
2007-08	69%	67%	68%
# responded			91

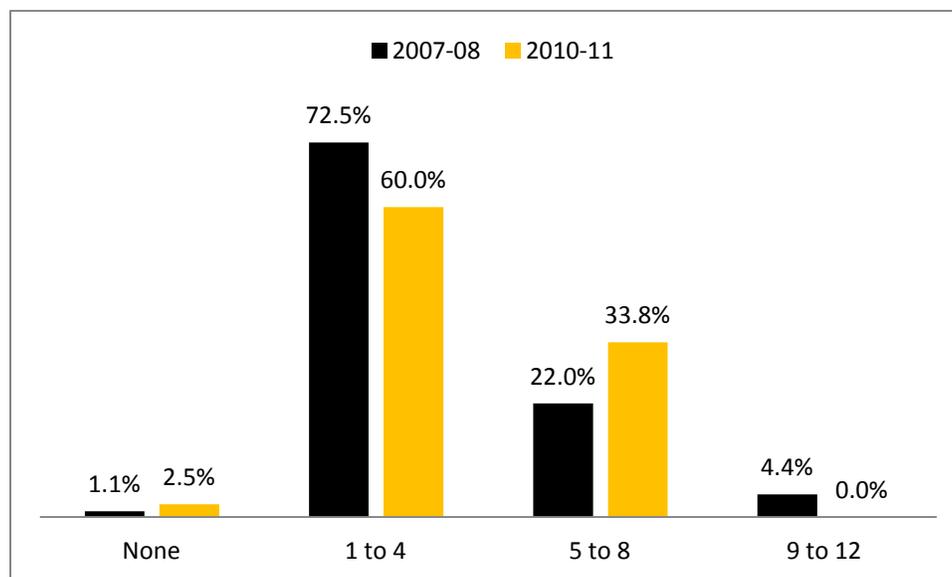


Figure 8.1: Faculty time spent in committee work and meetings each week (source: HERI Faculty Survey)

**Administration.** The administrative structure is described in the *Bylaws* and outlined in Article IV of the *Statute*. Academic administrators' responsibilities are also provided in the *Statute*. The President and Provost are evaluated on a rotating basis by a committee of faculty members appointed by the Committee on Committees. President Cornwell's evaluation occurred in spring 2012. He elected to break with tradition and [share the results](#) of his evaluation, and his interpretation of the faculty's responses, with the faculty at a faculty meeting last fall. The faculty is in the process of conducting Provost Newton's first evaluation.

**College Campus Community.** [Campus Council](#), a campus-wide governance committee, is charged to (1) support and forward Wooster’s commitment to intellectual growth through liberal education; (2) promote the welfare of all members and organizations of the College; (3) discuss, legislate, and make recommendations on issues affecting and/or related to the campus community, the College’s mission, or the College’s strategic plan; and (4) establish means through which students, faculty, and staff can express their views and better understand the opinions of others. In carrying out its charge, Campus Council appoints several members from the broader campus community to serve on its standing committees and provide a voice for groups or interests that might not have representation on Campus Council. In addition, Campus Council frequently forms ad hoc committees to respond to student concerns and strives to incorporate members of the staff and student body who are knowledgeable on the issue. In the past, such committees have worked to help the administration craft the Campus Catering Policy and develop and implement the Wooster Ethic. In addition, Campus Council is responsible for the allocation of student activities funds to student organizations based upon well-outlined budgeting guidelines.

**Staff.** Support and administrative staff are governed by the [Handbook of Benefits, Policies, and Procedures](#). There is a [College of Wooster Staff Committee](#) (CWSC) composed of twelve representatives from all divisions of the College. The membership includes both exempt and non-exempt staff. The CWSC was established in 1972 with the [purpose](#) to provide an informal and collegial “communication forum” that provides candid discussion regarding administrative and support staff concerns, successes, and suggestions. The forum serves as an informative link in conveying the rationale behind College policies and decision-making.

**Students.** Students are governed by the Codes of Community and Individual Responsibility as found in [The Scot’s Key](#) which is the official student handbook. Students have their own [organization of committees and organizations](#), one of which is the [Student Government Association](#) (SGA). The SGA is responsible for working to improve the life of students at The College of Wooster. SGA is also responsible for identifying and designating student representatives to various College committees and student observers to the Board of Trustees meetings.

**Alumni.** The [Alumni Association](#) includes all graduates and recipients of an honorary degree from The College of Wooster. The primary purpose of the Alumni Association is to serve as a liaison between alumni and the College. The Alumni Association seeks to foster awareness, communication, and support for the College while providing opportunities for alumni engagement with the College and with other alumni. The Alumni Board governs the Alumni Association and participates in meetings and a variety of activities to support students, alumni, and the mission of the College. The Board meets on campus semi-annually. The president of the Alumni Board is an observer at Board of Trustees meetings.

We hold that communication and transparency are essential elements of engaging the College community in shared governance, planning, and informing decision making. This is most evident in our practices, for example, the President provides email updates and holds post-Board meetings to inform the campus about Board activities. The Provost’s office makes public the

information on faculty activities that it provides to the Board at its June meeting. Minutes of all elected committees, except TS&T (for confidentiality reasons), are provided to the faculty in the faculty meeting agendas and are posted on the campus intranet (wiki). The Conference with Trustees Committee provides regular reports to the faculty of its observations of Trustee meetings. The College’s planning process includes regular engagement of all campus stakeholders and an active [blog](#). The [self-study process](#) included an active blog, community forum discussions around questions posed by each of the working groups, regular updates at each faculty meeting, and a “read in” where students, faculty, and staff could provide comment and feedback on outlines of the self-study document.

## Resource Allocation and Our Resources in the Context of our Planning Process

### We allocate our resources in alignment with our mission and priorities. [5.C.1; 1.A.3]

We track the trend in resource allocation through a multi-year analysis of “[institutional effort](#).” This analysis compares expenditures (compensation plus non-salary expenditures) in the areas of our “core mission” (instruction, research, academic support, and student services), institutional support (administration, general institutional expenses), public service, and capital expenditures. Figure 8.2 illustrates, clearly, that we have been allocating a greater proportion of our resources to our core mission.

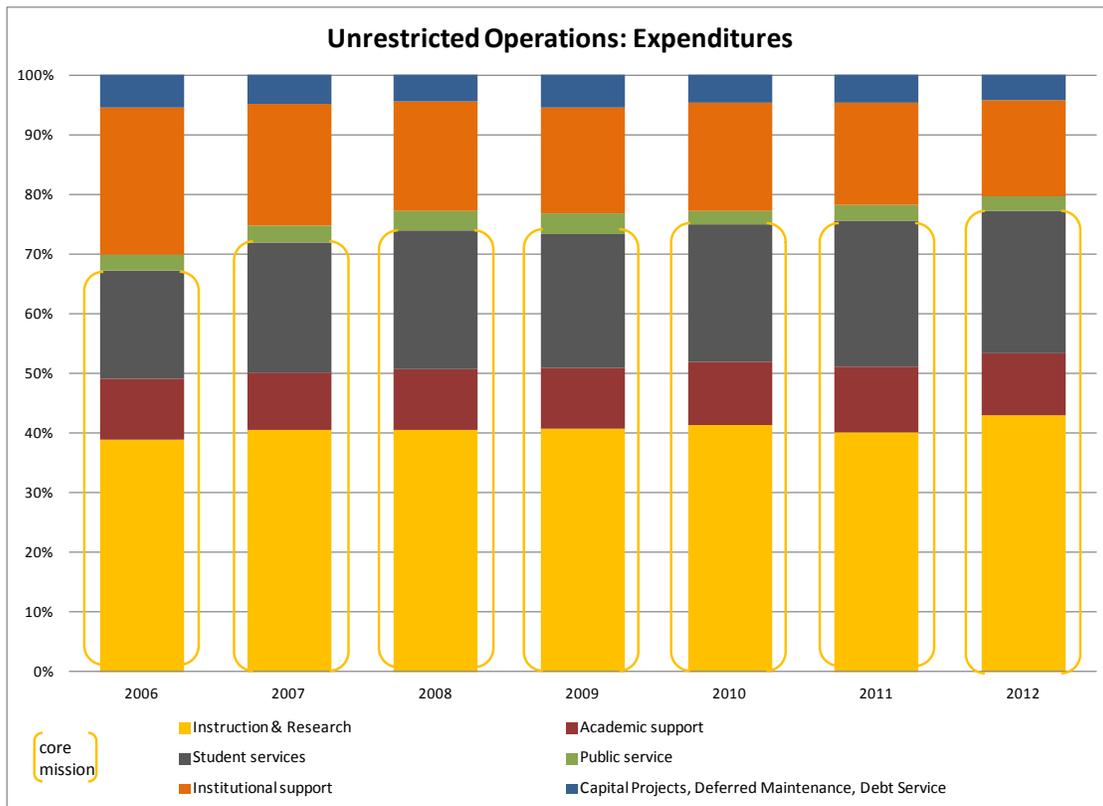


Figure 8.2. Resource allocation by major expenditure function (source internal financial reports).

During the period FY 2006 through FY 2012, we have increased the proportion of our resource allocation to our “core mission” from 68% to 79%, and decreased resource allocation to “institutional support” from 25% to 16%. This has been accomplished as a deliberate result of our increased clarity of mission, planning culture, and the evolution of our budgeting process.

Our financial statement ratios also support that resources are allocated primarily to core mission and academic support functions (Table 8.3). In 2012, the core and education support ratios (all expenses except institutional support and auxiliary) combined totaled 83.3% as compared to the GLCA median of 76.3% and up from 2011’s 82%. The College allocated 16.7% of its operating resources to institutional expenses, down from 2011’s 17.7%, where the GLCA schools allocation median was 19.8%.

Table 8.3.  
*Support Ratios*

KPI or Metric	FY08	FY09	FY10	FY11	FY12	Goal	GLCA Medians
<b>Core Instruction Ratio:</b> instructional as a percent of all expenses	45.5%	46.2%	47.6%	45.0%	46.9%	47.0%	46.9%
<b>Academic Support:</b> library, student services and other academic support	35.9%	35.0%	37.1%	37.3%	36.4%	37.0%	30.5%
<b>General Support:</b> all admin and institutional support	18.5%	18.8%	19.6%	17.7%	16.7%	16.0%	19.8%

**We have a well-developed process in place for budgeting and for monitoring expense. [5.A.5]**

With the *Strategic Framework* adopted and having just completed a year of contingency planning that provided the opportunity to leave our old budget process on the sidelines, we instituted a new budgeting process in 2010.

The benefit of both the contingency planning process, which set the foundation for the new budgeting process, and the new budgeting process is evident from their respective outcomes. The 2008-09 budget projected a deficit reflecting the negative external economic events of that time. However, the College came through the financial crisis in a better position than many of its peers largely due to an effective core mission-focused contingency planning process. This plan reduced spending or increased revenues permanently in some areas and temporarily in others, setting a foundation for more deliberate and strategic resource allocation in subsequent years. For the 2010-11 budget, Wooster’s (then) new Vice President for Finance & Business streamlined and improved the budget processes, improved the accuracy and the transparency of the budget and its parameters and adapted a five-year budget model for use in providing more meaningful budget projections to inform discussions by the Cabinet, the Board of Trustees and the campus community. For the 2011-12 budget, a [planning-linked budgeting process](#) was put in place. The process integrates two processes: a multi-year financial planning process that captures the resource requirements for the strategic initiatives included in our *Strategic Framework*, and an annual budget process that establishes resource allocation for a given fiscal year. The 2012-13 budget is

the first developed under this process and is most complete reflection of a resource allocation plan that is based on the *Strategic Framework*.

**The Financial Planning Process.** As part of the financial planning process, Cabinet members develop multi-year resource projections for each strategic initiative. These are estimates of what the cost will be, in human, capital, and financial terms, to support and sustain the initiative at an optimal level. This allows us to compare the comprehensive costs of each initiative in order to determine our best strategic investments on a short-term and a long-term basis.

Once each initiative's resource projection has been completed, the compensation, operating, and capital costs (both one-time and recurring expenses) are summarized. The result is the Five-Year Financial Plan for Strategic Initiatives. The President brings the financial plan and commentary initially to the Board of Trustees for discussion. The commentary accompanying the financial plan includes Cabinet's recommendations of which initiatives can and should move forward, the time line for accomplishing each initiative, and the sources of funding available to support them. Once endorsed by the Board, the Five-Year Financial Plan is then incorporated into the Five-Year Financial Budget Model ("the Model") and serves as the guideline for appropriate budgeting in each academic year.

We did not wait for all strategic initiatives to have full financial plans before proceeding with the most essential, such as improving faculty salaries, increasing campus diversity and providing and organizing professional resources to support it, admissions and marketing, and undertaking targeted sustainability initiatives that provided the ability to address aging systems while generating savings that permitted investment in campus maintenance. To accomplish these in our resource plan meant either generating new, sustainable sources of revenue, or reallocating resources from other, less strategically or educationally important programs. For example, in 2012-13, reductions were made in non-salary budgets for programs deemed no longer essential. Similarly, open staff positions and reorganizations permitted the College to hire staff needed for two strategic initiatives, Academic Planning, Advising, Experiential Learning and Development.

**The Annual Budgeting Process.** The Model has now been in place for three years. It is integrated "mini-models" linked to a historical, present year, and future five-year budget projection summary. The integrated models include retention, enrollment, revenue, expense, and other factors. Using the annual resource impact from the Five-Year Financial Plan for Strategic Initiatives as its starting point, the Model enables us to plan and project financial outcomes under various scenarios and is the primary tool for building the annual budget.

The annual budget planning process begins with updates of prior year actual expenditures and [key assumptions](#): enrollment, tuition and fees increases, baseline expenditure increases for salaries and operating expenses, some of which are pre-determined by Board established guidelines. These assumptions are reviewed by Cabinet and the Financial Advisory Committee (FAC) to determine the working budget parameters for revenues and expenditures and the total amount of capital funding available. In accord with the [Faculty Salary Policy](#), the overall pool for faculty salary increases is recommended by FAC and the allocation of the staff raise pool for market

adjustments is recommended by Human Resources based on analysis of staff wages and salaries within the context of the staff salary program ranges. Determination of changes in resource allocation is made by Cabinet, in accord with the Five-Year Strategic Financial Plan and annual priorities. The [annual capital budget](#) provides resources for priority projects in excess of \$5,000 relating to facilities enhancements, deferred maintenance, and academic and student life equipment and technology. Both the recommendations for changes in resource allocation and capital budget priorities are reviewed with FAC. At the spring Board of Trustees meeting, the President requests approval of the budget from the Finance Committee and the committee’s recommendation of the budget to the full Board. The request is accompanied by a [“budget recommendation”](#) from the President that outlines how the budget fulfills the objectives of our *Strategic Framework* and advances our strategic initiatives and priorities.

**Budget Management.** Monthly reports are produced during the fiscal year that allows the Vice President for Finance & Budget, the Budget Director and the Controller to make projections of our year-end results. Using the Model, these projections are shared with the Finance Committee and the Board at each meeting during the year.

Budget managers have access to web-based, real-time budget reports that permit them to “drill down” from totals to details of individual expense transactions. They also have the ability to receive [monthly budget reports produced by the College’s Budget Director](#), or periodically run their own budget reports in Colleague.

**Our resource base supports our current educational programs and our plans for maintaining and strengthening their quality in the future. We have the fiscal and human resources and physical and technological infrastructure sufficient to support our operations wherever and however our programs are delivered.**  
[5.A.1]

**Financial Indicators.** Our [financial statement ratios](#) demonstrate the stability and strength of Wooster’s overall financial position (Table 8.4). While our balance sheet remains stronger than most of our GLCA peers, some of our ratios now reflect the [effects](#) of operating losses and increased operating expense that have resulted, respectively, from endowment investment losses and our intentional allocation of resources to advance our strategic initiatives.

Table 8.4.  
*Selected Financial Ratios*

KPI or Metric	FY08	FY09	FY10	FY11	FY12	Goal	GLCA Medians
<b>Composite Financial Index (KPMG):</b> overall financial well-being	7.0	6.9	7.7	7.7	6.4	7.0	NA
<b>Viability Ratio:</b> availability of expendable net assets to cover long term debt and resources available for more debt	9.5	7.6	6.7	6.8	5.2	>2	2.3
<b>Primary Reserve Ratio:</b> measures sufficiency and flexibility of resources (how long expenses are covered with no new resources)	2.9	2.0	2.4	2.3	1.9	2.0	2.4

In the “Operating Revenues Analysis” section, following, we describe what we are doing to improve our overall operating revenues profile. Investing and advancing strategic initiatives relating to our educational program and investing in our admissions and recruitment function are essential to growing enrollment and improving net tuition revenue per student. Strengthening our development program will yield increased annual fund revenues, our donor base, and support our upcoming campaign. Finally, changing our investment policy and investment counsel will improve our endowment performance.

In preparation for the issuance of the Series 2012 Bonds in May of 2012, Moody’s Investors Service’s [financial analysis](#) allowed a continuance of the College’s A1 rating with a stable outlook. Moody’s singled out the College’s, “healthy liquidity profile” as a significant strength noting unrestricted monthly liquidity of \$110.6 million. The last Moody’s update noted monthly liquidity of \$107.2 million, showing retained strength even given our asset allocation changes.

The [HLC’s Composite Financial Index](#) calculated from the College’s audited financial data submitted in the Annual Institutional Data Update (AIDU) has consistently fallen in the “no review” range since 2002, being either 2.2 or 3.0, as shown in the Figure 8.3.

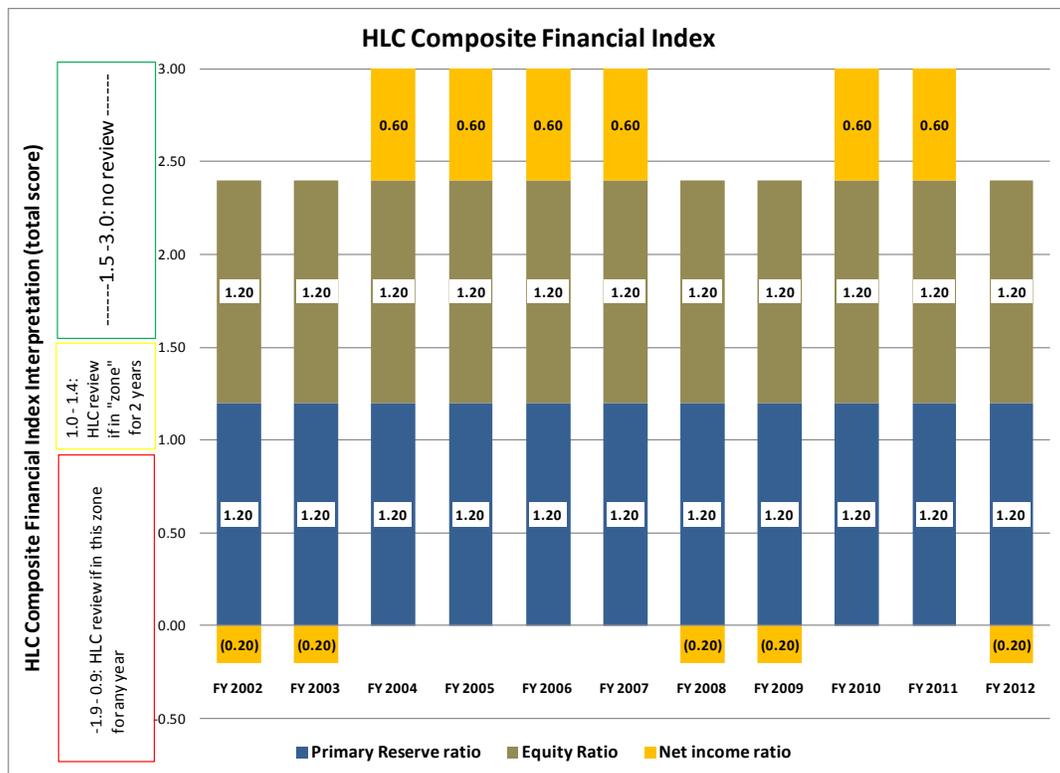


Figure 8.3. HLC Composite Financial Index FY 2002 to FY 2012.

The approved budgets for the fiscal years 2010 through 2012 have each had small surpluses and the goal for a balanced budget has been achieved each year.<sup>5</sup> The Model, based on realistic parameters and strategic reallocations when necessary, projects balanced budgets into the future.

The College’s Board of Trustees has traditionally taken a very conservative approach to [debt](#) and to investing. This has led to a balance sheet characterized by strong debt ratios and smaller debt service payments allowing greater allocation of resources to other needs. There is some discussion about whether current historically-low interest rates offer an attractive opportunity to use debt capacity to further strategic initiatives. The College used its additional debt capacity for the Series 2012 debt used in the power plant conversion/energy savings strategy and did not have additional capacity as of the time the 2012-13 budget was constructed. Growth of the endowment as a result of the campaign and change in investment strategy is expected to increase that capacity through increases in the endowment allocation to the operating budget allowing increased debt service.

The College’s balance sheet continues to be very strong as compared to all of our GLCA peers. For example, the amount of potentially expendable funds that the College has available to cover long-term debt in an exigent situation at the end of FY2012 were 9.2 times the amount of debt as compared to the GLCA median of 3.6 times debt. The long-term debt to total operating ratio shows that growth of College’s revenue continued to improve and the amount of long-term debt in proportion to total revenue at 0.37 in FY2012 is a comparatively light burden. This very healthy ratio continued to outshine the GLCA median of 0.75.

Table 8.5.

*Debt-related Balance Sheet Ratios*

KPI or Metric	FY08	FY09	FY10	FY11	FY12	Goal	GLCA Medians
<b>Debt Burden Ratio:</b> Coverage of debt by annual operations	3.4%	3.4%	3.5%	3.6%	3.7%	<5.5%	6.6
<b>Debt Leverage Ratio:</b> dependency on debt-capacity to support long-term debt payments with existing net assets-coverage during short-term economic adversity	14.4	14.0	10.3	11.3	9.2	> 2.0	3.6
<b>Viability Ratio:</b> availability of expendable net assets to cover long term debt and resources available for more debt	9.5	7.6	6.7	6.8	5.2	>2	2.3
<b>Long-term Debt to Total Operating Revenue:</b> capacity to support long-term debt payments if revenue changes	0.29	0.25	0.64	0.35	0.37	NA	0.75
<b>Debt to Net Asset Ratio:</b> Coverage of debt by all resources	19.2	17.9	14.0	15.4	12.9	>10	5.0
<b>Debt per FTE Ratio:</b> Debt to size of student body	\$11,195	\$10,765	\$13,744	\$14,109	\$14,905	<\$25,000	\$36,000

<sup>5</sup> Budget reports, the Five-Year Financial Model, and Financial Plan for Strategic Initiatives are available in the on-campus resource room.

Because of its small surpluses and closely balanced annual operating budgets, our annual operating results are not a major contributor to our net asset growth. As illustrated in our [audited financial statements](#), net assets decreased slightly in FY2008 and FY2009 and increased approximately \$26 million in both FY2010 and FY2011, mainly as a result of investment market activity. Net assets decreased \$21 million in FY2012, again as a result of investment losses in the endowment.

There is an operating reserve in place in the event of extreme exigency during the year. This reserve contains over \$4 million and has never been used for an exigency.

**Operating Revenues Analysis.** Wooster, like most residential liberal arts colleges, is dependent on student tuition and fees, income from its endowment, and net revenue from its auxiliary operations to provide nearly 90% of its unrestricted operating income annually to support a budget that is currently \$76.4 million. Student tuition and fees net of institutional financial assistance provide 59% of the revenue that supports our annual operating budget, a proportion that has been increasing since 2008 primarily due to increasing enrollment, tuition and fees rates, and a recent focus on stabilizing the tuition discount rate (Figure 8.4).

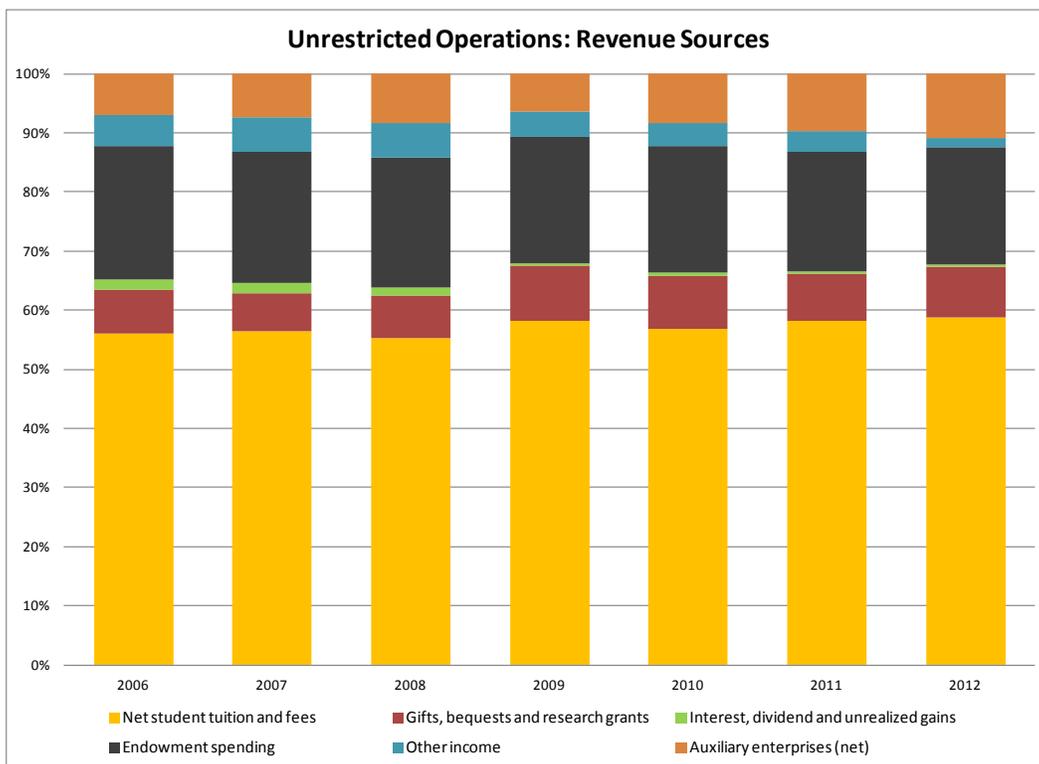


Figure 8.4. Operating revenue sources.

Improving the net contribution of our auxiliary operations has been a priority since our contingency planning in 2008-09, and continues as we begin exploration of the question “contract or self-operation?” The proportion of revenue provided by endowment is declining slightly, and

intentionally, as we seek to return to a 5% or less spending rate based on a revised spending policy and improved investment performance.

Meanwhile, the contributions to the operating budget from The Wooster Fund (annual fund), gifts, and the endowment draw have been stable, at 29-30% of total revenues annually. As a consequence of lower interest rates, non-endowment investment income is down from \$1.6 million in FY2007 to \$250,000 in FY13.

***Student Revenues.***

At \$39,500, our tuition rate for 2012-13 is slightly above the [median of our GLCA peers](#) (\$37,836) and is the second lowest of the Ohio5 colleges. While the discount rates for entering first-year classes at some of our peer cross admit institutions have risen over the past two years, Wooster’s have stabilized (Figure 8.7). This, coupled with increasing enrollment from admissions and retention, has increased net tuition overall, and is reflected in our net tuition per student [growing annually at a rate closer to the rate of tuition increase](#). Tuition dependency remains stable at 43.0% while the GLCA median has decreased from 50.6% in 2011 to 41.9% in 2012. The lower this ratio, the less dependent the institution is on net tuition, showing a greater diversification of revenues.

Table 8.6.

*Tuition dependency*

KPI or Metric	FY08	FY09	FY10	FY11	FY12	Goal	GLCA Medians
<b>Tuition Dependency:</b> reliance on net tuition as a percent of revenues	43.1%	56.7%	42.0%	43.8%	43.0%	<40%	41.9%

While confidence in the stability of first- year enrollments has increased in the past three years, the College’s overall reliance on all student-driven revenues (net tuition, residence hall rent, dining hall, bookstore and other revenues) has increased from FY2007 to FY2012 from 64% to 70% of total unrestricted operating revenues. This is due mainly to increases in auxiliary revenues.

***Enrollment.***

Full-time equivalent (FTE) enrollment in Fall 2012 was 2,052 students. Since fall 2009, our FTE enrollment has been increasing, which is a result of initiatives and stability in leadership in our admissions and retention functions. Recruitment and admission efforts have been guided by an [“Enrollment Strategy Brief”](#) developed during 2009-10 and a more recent [“Five Year Enrollment Plan”](#) (March 2012). An [institutional marketing plan](#) supports both recruitment and advancement initiatives. Improvements in student retention have resulted from the admissions strategies, and from initiatives in Student Development and Academic Support described in greater detail in our discussion of Criterion 4.

We have heeded the warnings about declining demographics in our primary markets and have [diversified the areas from which we attract students, still while focusing more intently in our core Midwest markets](#). We have increased student diversity through membership in the POSSE program, recruitment in more diverse communities, and continuing to attract international

students and “global nomads” from nearly three dozen counties annually. We are well aware that we must carefully balance the academic and diversity profiles of our enrolling classes with discount rate. One goal of our enrollment strategy to grow applications and improve selectivity is to continue to improve academic profile and diversity as we moderate our discount rate. Figure 8.5 illustrates our first-year student enrollment targets for 2012-2016.

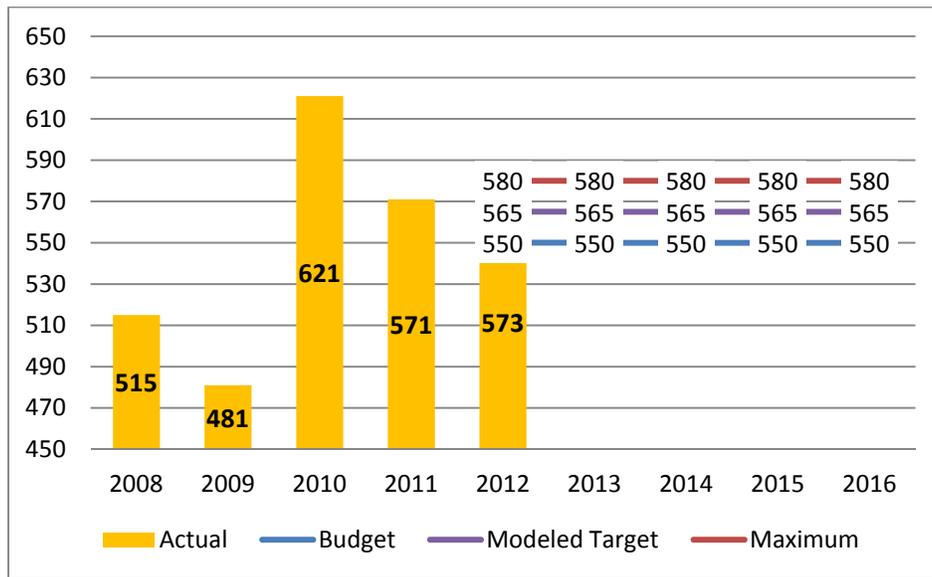


Figure 8.5. First-year enrollment targets.

Our enrollment plan sets enrollment targets of between 550 and 580 first-time first-year full-time students, with our budgeting conservatively at 550. Fall 2011 and 2012 first-time first-year student classes were 571 and 573, respectively. The target for fall 2013 is 560. Of these new students, 25 to 50 are expected to be international students and 85 to 110 are expected to be domestic multiethnic students, including our POSSE cohort.

One of the objectives of our enrollment plan is to sustain our current student academic profile as we improve retention. This plan assumes entering classes of similar profile and our desire to reduce our tuition discount (moving the academic profile up will put upward pressure on our financial aid discount). Figure 8.6 depicts our strategy to move the “bottom” up slightly, to reduce the variation in academic preparedness, making it easier for faculty to engage and challenge every student.

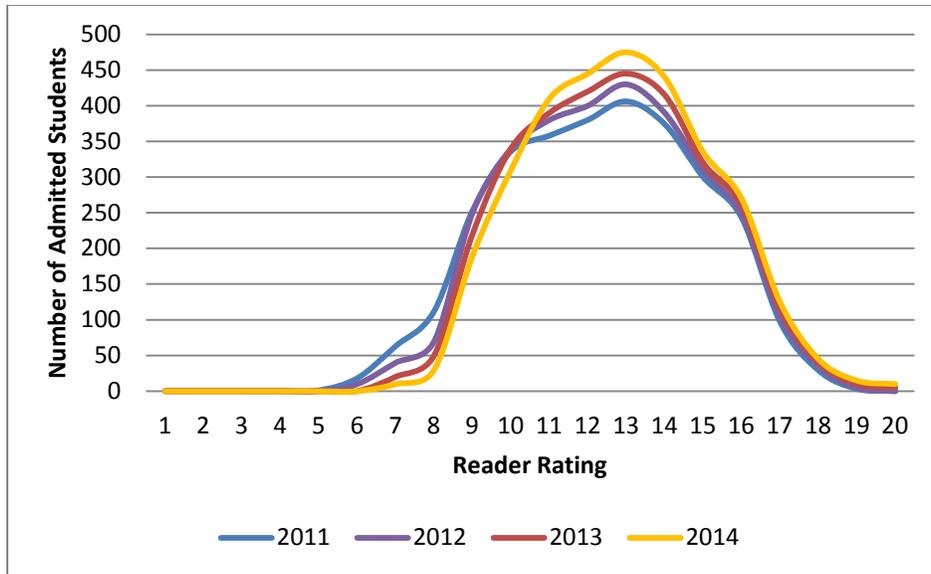


Figure 8.6. Distribution of admitted students by reader rating.

Given our existing enrollment goals, our first-year student discount rate will likely not change much in the future. Our five-year goal is to reduce the discount slightly each year, by approximately 0.5% each year, assuming the economy continues to improve (Figure 8.7). As tuition rates increase, this strategy will have a compounding impact of generating additional net revenue to the College’s budget.

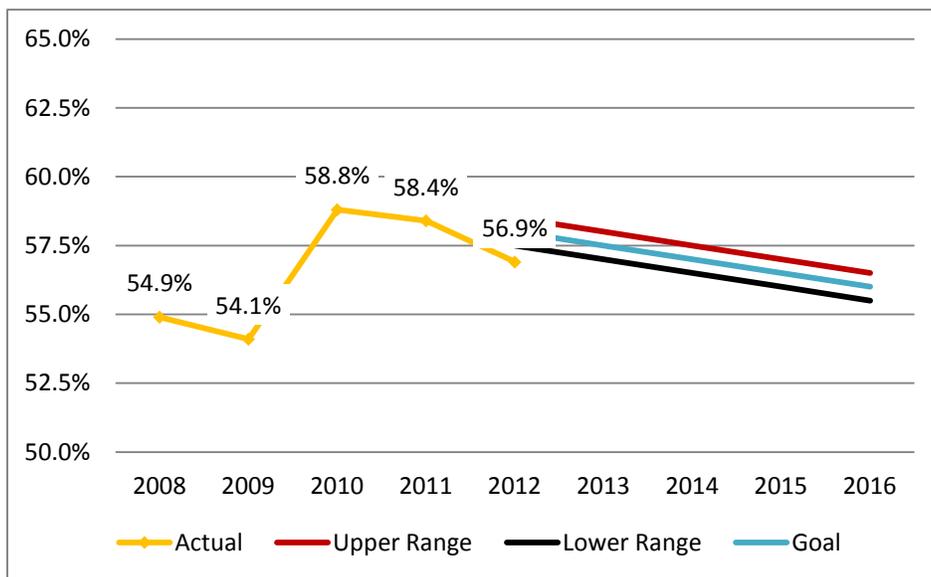


Figure 8.7. First-year tuition discount rate.

**Voluntary Support .**

The Wooster Fund, which is our annual fund, provides approximately 4% of our annual revenue budget. In addition to the Wooster Fund, annual fundraising priorities include major gifts

(a gift of \$10,000 or more), foundation and corporation grants, and planned gifts. For FY13, [Development has targeted](#) \$12 million in total gifts, including the Wooster Fund.

The College of Wooster has been actively engaging its alumni and friends in fundraising and activities since the 1960s. The College has a tradition of long tenures for Vice Presidents for Development: we have had three vice presidents in the last 47 years,<sup>6</sup> with our current vice President joining Wooster in Fall 2011. This tradition has created an effective culture for voluntary support -- backed by great personal knowledge -- of "personal," "donor-centered," and "consistent." The result has been successive years of increasing gift revenue and three successful comprehensive campaigns and one single-initiative campaign (Table 8.7).

Table 8.7.  
*College of Wooster campaigns 1979-2013*

<b>Campaign</b>	<b>Goal</b>	<b>Result</b>
Scot Center Campaign (2009-2013)	\$25 million	Result to date: \$23.8 million (\$18.8 million current campaign plus \$5 million undesignated gifts from prior campaign)
Independent Minds Campaign for Wooster (2000-2007)	\$122 million	\$147.9 million
Wooster's Campaign for the 1990's (1989 - 1996)	\$65 million	\$75.3 million
The Campaign for Wooster (1979-1984)	\$32 million	\$36 million

With a lean office, the development function has had an exceptional return on investment. The GLCA Staffing Study (2009) demonstrated that with seven to ten fewer staff, our annual unrestricted fundraising per staff member was comparable to our peers, supporting, in part, the observed need to invest in staff resources to complete and strengthen our team (Table 8.8).

Table 8.8.  
*GLCA Staffing Study Alumni & Development Metrics*

<b>Metric</b>	<b>GLCA Median</b>	<b>Wooster</b>
Total alumni & development staff FTE	27.8 (all GLCA) 30.7 (GLCA with enrollment > 1,400)	20.5
Alumni & Parents per FTE Staff	1,329.4	1,969.8
Alumni & Parent Donors per FTE Staff	261.3	328.1
Unrestricted Operating Gifts per FTE Staff (some institutions in campaign)	\$131,780	\$127,289
Alumni per FTE Alumni Staff member	5,583	5,519

In preparation for a campaign, and to more appropriately resource the development function, several professional positions have been added, bringing our development staff resources

<sup>6</sup> Note: G.T. ("Buck") Smith was the first VP for Development (1966-1977). Sara L. Patton worked under Buck as a Director of Development (1976-1979) and then held the position of VP from 1979-2011. There were Directors of Development at Wooster beginning in 1961 with D. Andrew Howey and Ed Arn, but Buck was the first Vice President in the department. (Buck was also a Director of Development at Wooster from 1962-1966.) Source: 2010 *College of Wooster Alumni Directory*.

closer to that of our peers. Professional staff added includes a Director of Sponsored Research and Foundation Relations, a Director of Planned Giving, a Manager of Advancement Research and Analysis, and an Associate Director of Annual Giving.

Despite our successes, our voluntary support metrics generally lag our GLCA peers (Figures 8.8 through 8.10). Gifts for current operations include unrestricted and restricted gifts, and the effect of campaigns, if applicable. We use a five-year rolling average to “smooth” campaign or single large gift effects in our and peer data.<sup>7</sup>

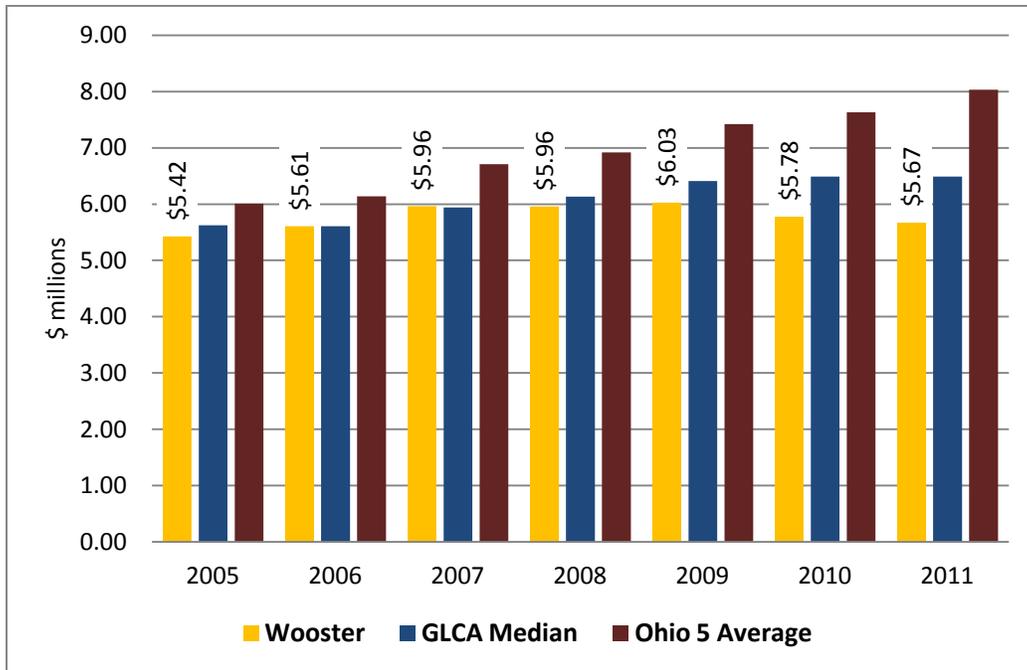


Figure 8.8. Gifts for current operations, five-year rolling average.

<sup>7</sup> Source data: Council for Aid to Education Voluntary Support of Education annual survey data (accessed via Data Miner subscription)

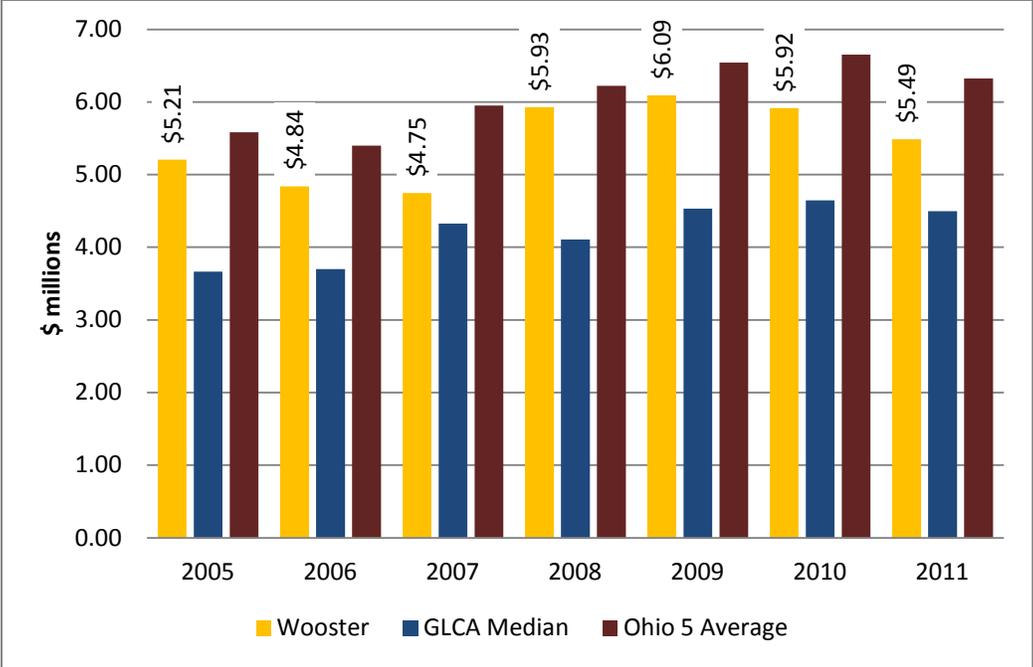


Figure 8.9. Gifts for endowment, five-year rolling average.

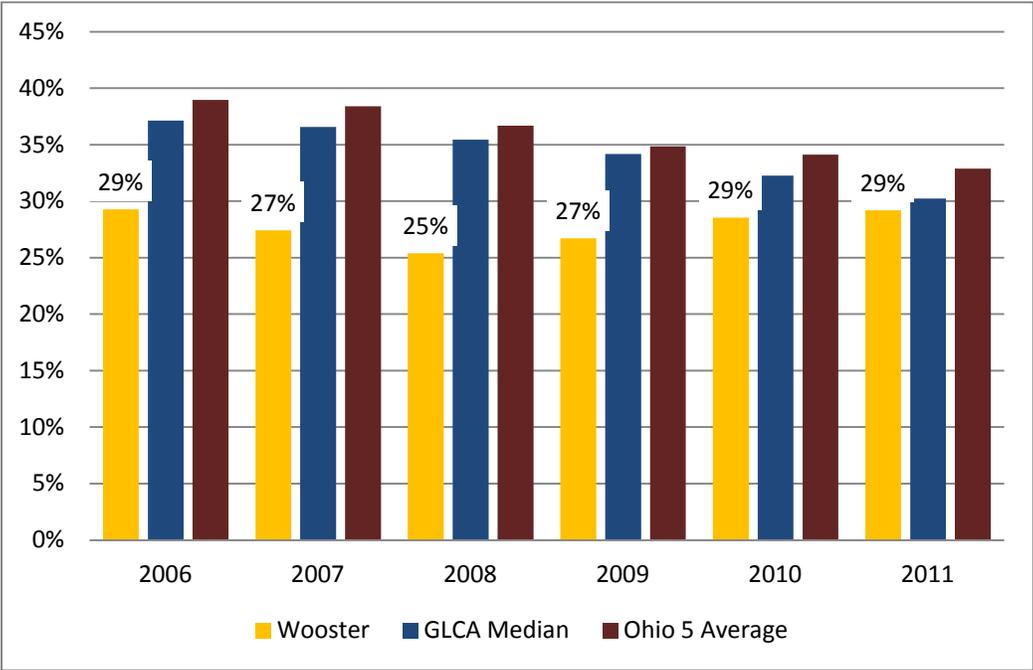


Figure 8.10. Alumni participation rates, five-year rolling average.

Despite our lower participation rates, our average gift per donor is slightly better than our peers, indicating that those who have been giving have been giving more (Figure 8.11). This is consistent with our development tradition.

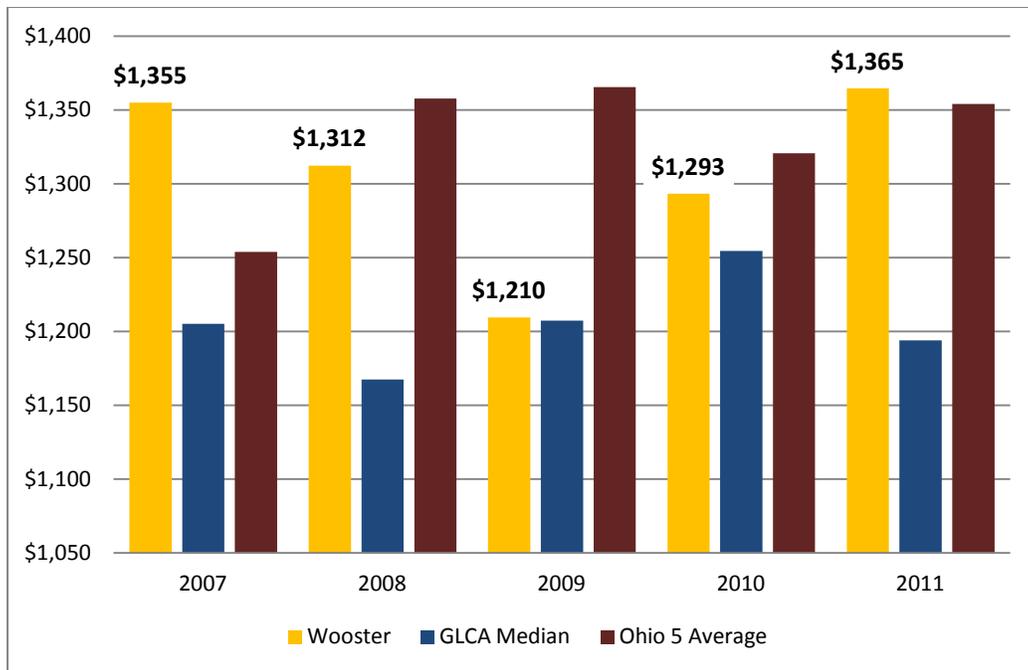


Figure 8.11. Average gift per donor, five-year rolling average.

The Development staff leadership now turns its attention to the next generation of donors. They have outlined and are implementing plans to increase unrestricted revenue (which has remained flat for five years), expand the base of donors, and execute a campaign. Planning for the campaign, prospect research, and a feasibility study are well underway.

We actively solicit foundation and corporation grants to launch strategic initiatives or strengthen programs that advance our core mission. Since the last decennial self-study, we have received or been partners in [receiving approximately \\$29 million](#) to support faculty appointments, undergraduate research, scholarships, new areas of program emphasis such as diversity and global engagement, environmental studies, and experiential learning.

**Endowment.**

Endowment Resources. The value of the College’s endowment as of June 30, 2012 was \$232,025,232. This reflects a net change of -6.0% for the year. Wooster’s endowment supports 16% of our annual operating budget. Nearly 90% of our endowment is designated to support our core mission: the educational program, faculty, and our students (Figure 8.12). Scholarships and prizes are 42% of the endowment. We have a few unique endowments, including one to support the care and maintenance of the trees on our campus. Recent fundraising campaigns for major facilities, specifically Kauke Hall and the Scot Center, have included funding for endowments for facility maintenance.

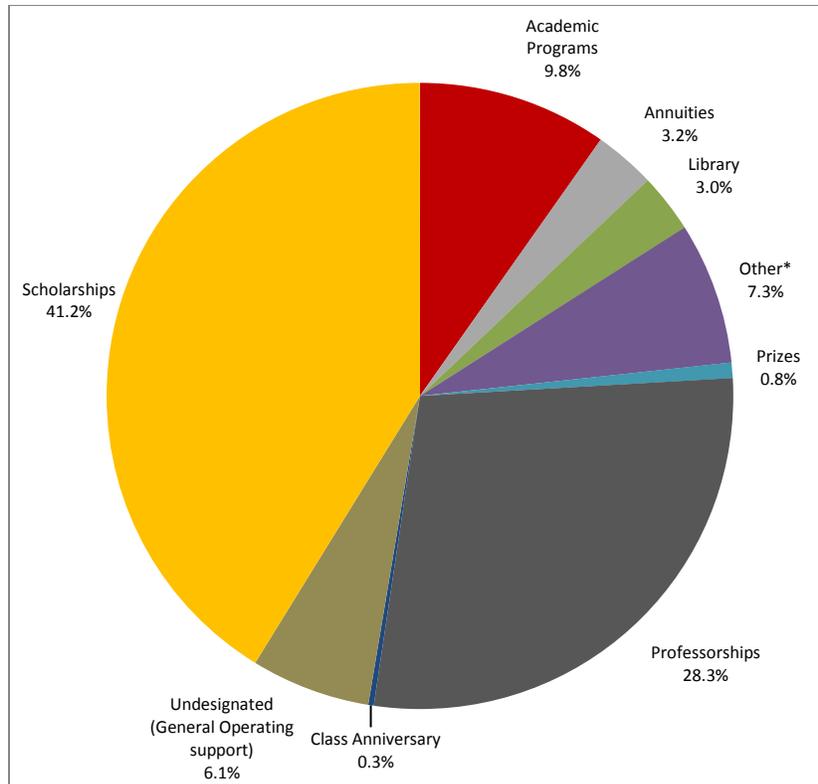


Figure 8.12. Endowment by designation, June 30, 2012.

**Performance.** Our historically-conservative approach to investing endowment assets has protected the College’s endowment during market downturns, but slows its recovery on the upside. The College’s recovery from the 2009 crash has not compared as well as could be desired with many of its peer institutions (Figure 8.13). While Wooster’s FY2009 total return was -14.2% compared to a median of -21.2% for GLCA, the College’s total returns of 14.0% (FY2011) and -2.3% (FY2012) lagged the median for the GLCA, which were 20.6% and -0.7% for FY2011 and FY2012, respectively. For the period FY2002-2012, Wooster’s average total return was -2.3% for the period, compared to a median of -0.7% for the GLCA, and average of 1.8% for the Ohio 5 (Denison, Kenyon, Oberlin, Ohio Wesleyan).

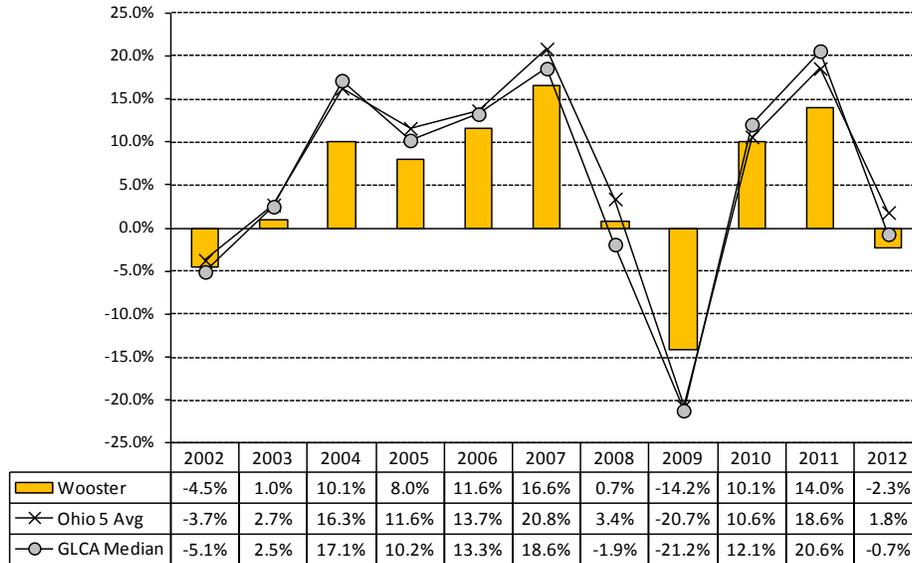


Figure 8.13. Endowment total return benchmarking (NACUBO Endowment Survey).

Endowment Leverage. We know that our approach to a residential liberal arts education is resource intensive, particularly with respect to faculty, educational resources and facilities, and student support services. We consider our endowment to be a strategic asset that can be leveraged to support our approach, alleviating pressure on student-based revenues and gifts for operations, which is appropriate in the current challenging economic climate for higher education and our students' families.

We use multiple lenses when considering the availability and allocation of our resources: in total, in proportion, and -- often most insightful -- per student. Endowment, like net tuition revenue, is a resource that has most meaning for us in "per student" terms. Our historical investment performance and the fact that we have grown student enrollment have had the compounding effect of reducing our endowment per student, thus resulting in less endowment we can leverage for each student (Figure 8.14).

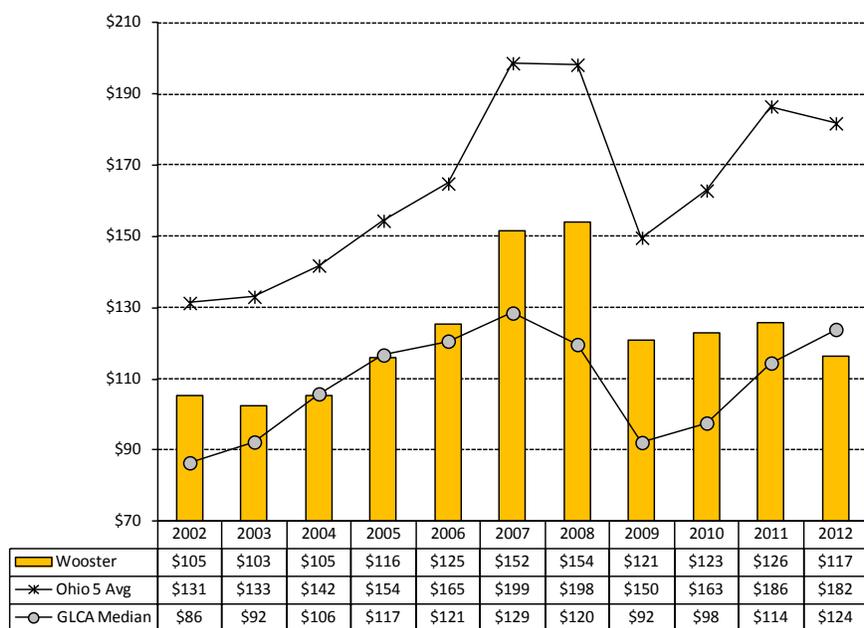


Figure 8.14. Endowment market value per FTE Student (\$000) ( NACUBO Endowment Survey)

In order for us to advance our mission, support our students and faculty, and reduce our reliance on student-based revenues, we have taken three major strategic actions to improve investment performance and grow our endowment: we have adopted an investment strategy including approving and implementing a new asset allocation policy, changing our investment advisor, and modifying our spending policy. We anticipate that gifts to endowment in support of our programs and scholarships will be a major component of the upcoming campaign.

**Investment Strategy.** Wooster has an engaged, knowledgeable Investment Committee, but in 2010 it became clear that the conservative, manager-centric approach to endowment management was inconsistent with both our goals for the endowment and with the strategic planning elements that were guiding other parts of the College’s decision-making. As a result, the Committee Chair appointed a subcommittee to examine the spending policy and, most importantly, the asset allocation strategy for the endowment. Basically, the [new approach](#) views the endowment as a strategic asset and seeks an asset allocation that maximizes long-term endowment value subject to the endowment’s ability to generate an appropriate level of operating support (measured as a 5% target draw plus HEPI<sup>8</sup> inflation) with reasonable certainty (measured as 80% of the time). This was vetted through the Board’s Finance Committee and the full Board, resulting in the implied asset allocation strategy’s inclusion in the most recent update to the College’s [Investment Policy](#). Since that time, the Committee has worked to realign the endowment toward the [new Policy targets](#). There is evidence that this realignment is having the intended effect. Calendar year 2012 performance for the endowment (+10.71%) exceeded our Policy benchmark (+9.56%). The same is true for fiscal year 2012-13 to date (+5.68% compared to +5.38%) as of December 2012.

<sup>8</sup> We have opted to use the Higher Education Price Index (HEPI ) as our “inflation index” as it more accurately reflects the changes in costs of the major components of our expenditures.

With the new Investment Policy, the Committee found it prudent to take a more comprehensive view of possible consulting relationships (from having an in-house investment staff with no consultant to outsourcing investment management completely). The process began with a Request for Information (RFI) from several consulting firms asking for proposed model for Committee/consultant interaction. Given the Committee’s engagement and expertise, the Committee confirmed its current role as decision-maker with respect to investment choices and the current administrative interaction through the Director of College Investment, but sought a more collaborative relationship with the external consultant. On this basis, six consulting firms were invited to submit a formal Request for Proposal (RFP). All six did so and were interviewed by a committee consisting of members of the Investment Committee and administrative staff. After the interviews, Denver-based Monticello Associates was selected for an expected term of at least three years beginning January 1, 2013. The [transition process](#) is well underway.

Spending Policy. While our annual endowment spending rate, as determined by our policy, has been within the range permitted by the policy, it has consistently been at the high end of the range, and in excess of our preferred 5% average target. Our spending rate, benchmarked on the basis of NACUBO’s Endowment Survey spending rate calculation, also exceeds the median or average of our peer group (Figure 8.15).

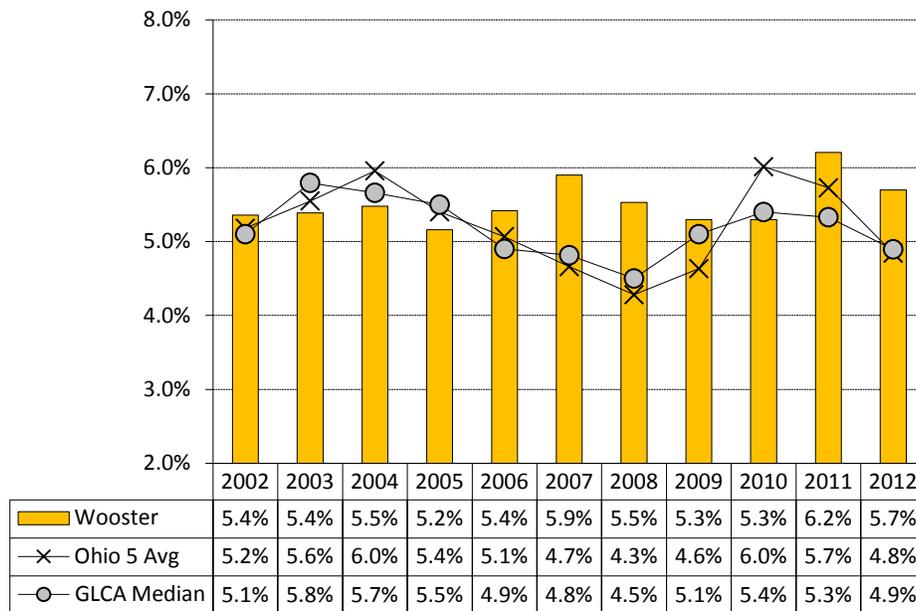


Figure 8.15. Endowment spending rate (NACUBO calculation).

The spending policy in place for 2010-11 was an amount equal to the prior-year payout amount, increased by the prior-year rate of inflation plus 1%, subject to the following corridor policy amounts:

The minimum payout shall be 4% of the trailing twelve-quarter moving average endowment market value; and

The maximum payout shall be 6% of the trailing twelve-quarter moving average endowment market value.

The percentage payout rate in fiscal year 2010-11, based on the 12-quarter trailing average was 5.7%, rate for fiscal year 2011-12 was 5.8%; both were within the corridor of 4% to 6%, yet above the 5% preferred target. Given multi-year volatile stock market performance, it will take several more years before the endowment increases enough to drive the percentage payout rate down to 5%. At the end of FY2011, the endowment would have needed to rise to about \$280 million or approximately 15% to reach that target.

Based on the above, and the fact that continuing to follow the endowment spending policy would not reduce the spending rate to the 5% goal, at its June 2012 meeting, the Board adopted a [new spending policy](#) that determines the endowment payout percentage rate annually as the previous year's endowment draw in dollars plus 1%. Projections indicated that this constraint would keep the endowment draw from exceeding the upper 6% bound and reduce the draw closer to 5% over time. The new policy is in effect until 2016 or until the draw reaches 5%.

### ***Auxiliary Operations.***

Reviews of auxiliary operations prior to and during the 2008 economic downturn resulted in changes in structures to improve profitability and self-sufficiency. For example, the LC Boles Memorial Golf Course had produced substantial annual losses prior to 2008 when changes in fees were implemented and salaries and wages and other costs were gradually reduced, resulting in a less than a \$20,000 loss in 2012. The Wooster Inn expenses were exceeding revenues by about \$250,000 annually. The Inn has been operating independently since 2009, greatly increasing the College's available resources. The Ohio Light Opera (OLO) is a lyric opera company managed by the College for the past 30 years. It, too, was experiencing losses and discussions took place about making the company independent. It was determined that OLO would not be able to manage financially on its own without College administrative support. An agreement by OLO to work to enhance its mission impact through performance scholarships and internships for Wooster students along with the economic support that the company's summer season provides the Wooster and Wayne County community were reasons to allow OLO to remain a College entity. OLO, on the other hand, must be more fiscally austere and maintain a balanced budget. Thus far, OLO has improved its operating performance, from 2009's \$200,000 deficit to a \$59,000 surplus in 2012.<sup>9</sup>

While the other auxiliary operations were not losing money, their operations were also targeted for improved [margins](#). The bookstore has reduced staff by two full-time equivalents and has been working to improve its inventory turnover rate. Dining Services has improved its margin with increased efficiencies. Dining Services has taken responsibility for camps and conferences and will improve processes there. As illustrated in Table 8.9, improved business practices helped the overall auxiliary income margin increase from 10.0% in 2009 to 17.7% in 2011 to 20.3% in 2012.

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<sup>9</sup> Information about the Wooster Inn Management Company and agreement with Ohio Light Opera is available in the on-campus resource room.

Table 8.9.

*Auxiliary operations net income margin.*

	Wooster					GLCA		
	2008	2009	2010	2011	2012	Median	Min	Max
<b>Net Auxiliary Income</b> <i>margin on self-supporting enterprises</i>	13.6%	10.0%	13.3%	17.1%	20.3%	16.9%	-4.7%	43.1%

The College is currently undertaking an [assessment of its Dining Services operations](#) with the objective of strengthening our current program, determining overall objectives for our program, and evaluating proposals from both our internal program and external operators. The assessment involves students, faculty, staff, and dining services. The assessment is anticipated to take 9 to 12 months.

[The Wooster Technology Group, Ltd.](#) (WTG) is a single-member limited liability corporation which was formed in December 2008 in response to Professor of Chemistry Paul Edmiston’s invention of [Osorb](#), a promising material with potential commercial applications, while using the College’s laboratories. It became clear to the Administration that the previous Intellectual Property Policy had no specific group tasked with facilitating the patenting process and possible commercialization of inventions on campus. In addition, there was no specific party with the responsibility for monitoring the use of net commercialization proceeds or for advising the President, faculty or staff about intellectual property issues. WTG seeks to obtain maximum value for the College from intellectual property in which it has an interest, and to overseeing related processes, including patents and licensing. WTG also acts to monitor the distribution of any net patent proceeds according to the [Intellectual Property Policy](#).

To date, the Osorb patent is the only intellectual property in WTG's portfolio. Osorb is being produced and sold by ABS Materials of Wooster, Ohio under license from the WTG. To date, royalty proceeds have been minimal (approximately \$10,000), but the material continues to show promise and ABS has worked to expand the uses for the material and the international patent protection under our master patent.

**Human Resources.**

**Faculty & Staff Composition.** The College employed 794 individuals in fall 2012. The College operates its Bookstore, Dining Services, and Facilities Services functions in house. The distribution of employee positions by the U.S. Department of Education’s occupational categories is illustrated in Figure 8.16.

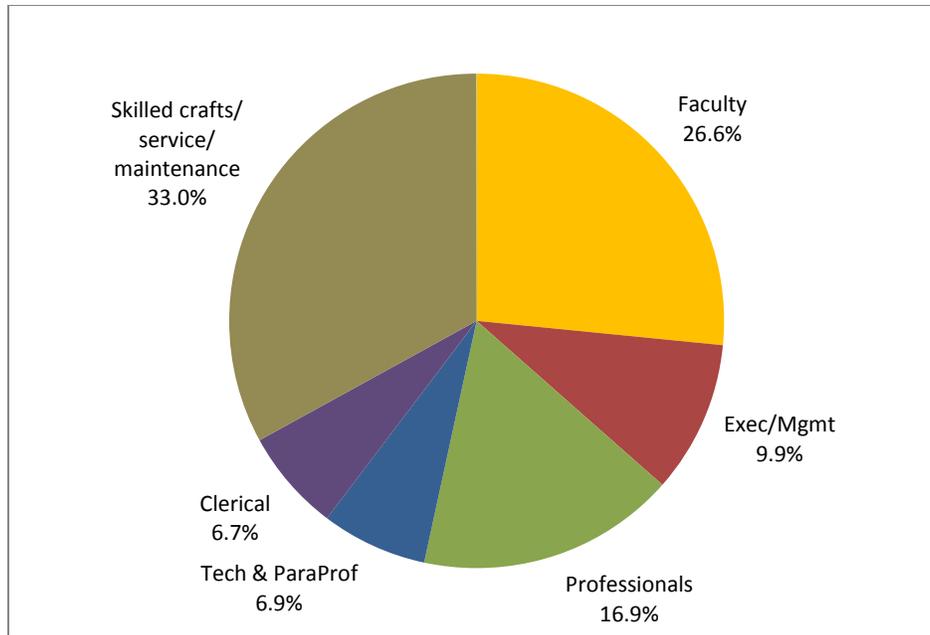


Figure 8.16. Employees by IPEDS occupational category as of fall 2012.

The College also employs approximately 50 individuals in on-call and seasonal positions.

The College periodically benchmarks its staffing levels with its peers. These analyses range from annual student:faculty ratio comparisons to department-specific comparisons and comprehensive specialized studies with its peers. In 2009, we participated in a comprehensive staffing study with the GLCA. The study was undertaken to assist the GLCA institutions gain understanding about staffing patterns both in absolute and relative terms. We opted to use the study for that purpose, and to determine whether our staffing patterns are adequately supporting our purpose and strategic initiatives and priorities.

The [GLCA Staffing study](#) demonstrated that at the time: We had proportionately more staff than would be expected for our resources.

- Our student:faculty ratio was in line with median of the GLCAs, but lower than would be expected for our resources.
- Our student:staff ratio (6.8:1) was lower than the GLCA median, and (much) lower than would be expected for our resources. This ratio excludes facilities and auxiliary services operations staff, as these functions are outsourced at some other GLCA institutions.
- Our staff:faculty ratio was 1.8:1, which was higher than the GLCA median of 1.5:1.
- We demonstrated some “efficiencies” seen in the “larger” (>1,400) colleges; yet our staffing patterns did not readily reflect the “simplicity” found in “smaller” colleges.
- Our comparative staffing levels, if considered as indicators of our strategic priorities and core mission, in some instances were indicative of our priorities (for example, institutional diversity) and in others, were not (for example, career services, development).

We have used the results of the survey to realign staffing across the institution to more appropriately reflect our priorities and resource strategic initiatives. We have taken advantage of staff turnover, grant funding, and budget allocations to accomplish this: for example, in addition to the staffing enhancements in Development, we have added staff to support career services, internships, and experiential learning, the Collaborative Research Environment, student retention, and are reorganizing staff in information technology to provide greater emphasis on use of technology in support of our educational program.

**Faculty & Staff Compensation.** A strategic initiative focusing on benchmarking and addressing marketing and internal inequities in faculty and staff salaries led to two “salary projects.” The “Faculty Salary Policy” initiative and a market-based salary project for staff.

Our benchmarking of faculty salaries revealed that beginning in 2004, our faculty salaries began to lag the median of the GLCA, a benchmark metric that had been in place at the College for many years (Figure 8.17). Starting assistant professor salaries remained on par with the GLCA median, as the market required that we keep our starting salaries competitive. The combination of keeping pace with the market for starting salaries and not keeping pace with continuing salaries resulted in our average faculty salaries for associate and full professors declining more rapidly against the GLCA medians while the assistant rank kept pace due to the increasing starting salaries. Internally there was salary compression both among ranks and internal equity issues within ranks, especially for junior and newly tenured faculty (Figure 8.18).

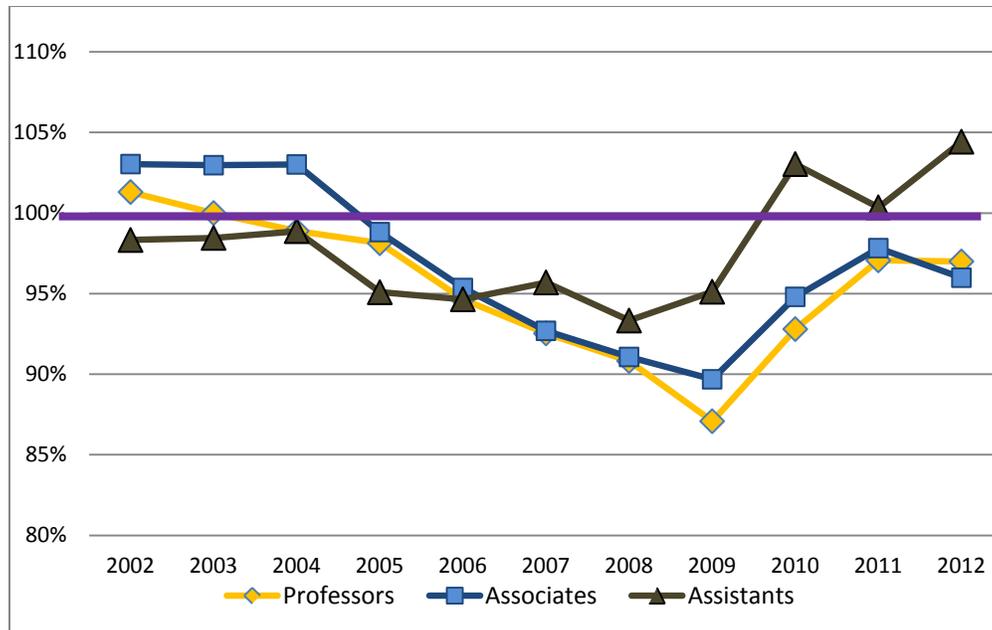


Figure 8.17. Wooster average faculty salaries v. GLCA medians by rank.

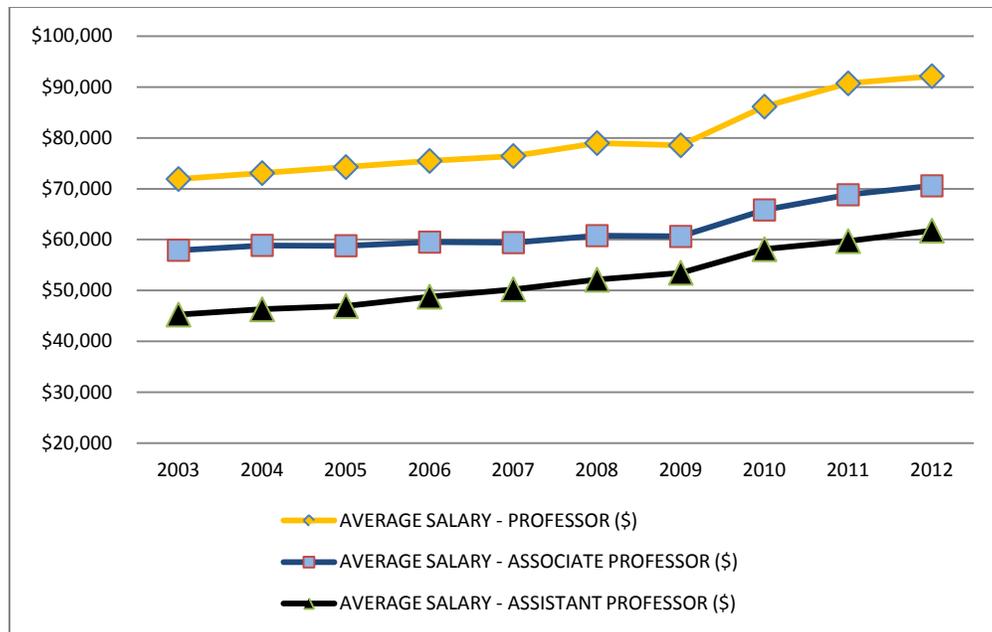


Figure 8.18. Salary compression - Wooster average faculty salaries by rank.

The [Faculty Salary Project](#) engaged FAC and the Teaching Staff and Tenure (TS&T) Committee in developing guidelines for benchmarking faculty salaries and making recommendations about the faculty salary pool for the annual budget, and a policy statement describing how the salary pool would be administered (across-the-board, promotion, internal and market equity, merit). The College’s Board of Trustees endorsed TS&T’s recommendations on salary pool administration, and accepted FAC’s report on benchmarking faculty salaries and making recommendations about the salary pool for the annual budget. The provision of above-average salary pools in FY11 and FY12 resulted in progress towards closing the gap between Wooster’s average salaries by rank and the medians of the GLCA, as evidenced in the chart above. Additionally, progress was made in adjusting salaries for internal equity issues resulting from market pressures when hiring new faculty.

The change in faculty evaluation procedures described in Chapter 6 is a result of this initiative.

We had a “salary management process” for staff positions that had not been reviewed in several years, and in light of more contemporary systems, was complicated and difficult to explain, nor less maintain. In fall 2010, we began the [Staff Market-based Salary Project](#) by engaging Sibson Consulting to assist with developing a new, market-based salary program for staff positions. The process began with outlining a philosophy for the program that was consistent with our mission and strategic objectives. The project required job descriptions for all staff positions that define the required qualifications, roles and responsibilities. Sibson then performed a salary benchmarking study of all staff positions at the College in the winter of 2011. The benchmarking data was used to inform the creation of the exempt and non-exempt staff salary guidelines, under which we administer salaries and wages in an appropriate and equitable manner. These guidelines and other

information informed by the study are found in the manual, *The College of Wooster's Exempt and Non-Exempt Staff Wage and Salary Program Salary Administration Guidelines - October 2011*.<sup>10</sup>

The College's salary philosophy states that the staff salary program will consider both external competitiveness and internal equity (e.g., benchmark analysis of salaries and jobs will inform decision making within the context of the College's priorities) and that the program will use competitive benchmark data (i.e., from the appropriate benchmark group) as a reference for creating the salary guidelines and salary ranges.

To that end, a market-based blended salary program was created. The program has relatively broad, differentiated salary/wage ranges for staff and slots positions into the program based on relative value to the benchmark positions in each salary band. The Interim Director of Human Resources worked to refine the process, policies and procedures. A portion of the 2011 and 2012 raise pools was allocated to make market adjustments for those employees whose salaries fell below the minimum of their salary band. With the exception of a few staff who are below the minimum for specific reasons (e.g., the employee was moved into a position as a growth opportunity and is being mentored before assuming the full responsibility of the position) all salaries are now within the designated salary band.

Like faculty and staff salaries, we have been benchmarking and assessing benefits, as our intent is to provide appropriately competitive compensation (salaries and benefits) for our faculty and staff. The first benefit we examined was our self-insured health plan. The review was conducted, and recommendations developed, by Sibson Consulting working with a committee of faculty, staff, and administrators. The review led to a revision of the College's plan that improved benefits and, through a negotiated, significant increase in discounts from network providers, provided savings of approximately \$1.1 million. The savings were used to reduce premiums for enrollees and to support annual budget resources for strategic priorities, such as implementing the salary policies for faculty and staff.

The 403(b) defined contribution benefit (TIAA-CREF) was changed to allow new staff employees hired who had a current contract with TIAA-CREF to continue their benefit at the College immediately at a rate of 8% plus the 2% College match, and reduced the wait for those without an account from two years to one year. These benefits changes have made benefits more competitive and have aided in attracting new qualified staff. The faculty opted to make no change in the provisions for eligibility in the benefit for faculty, so a two-year waiting period remains in effect for faculty. For all participants, the offerings within the TIAA-CREF framework were extended to include all of the available funds.

FAC is completing a [benchmarking study of our benefits](#) as part of a charge from President Cornwell to begin to move from the issue of faculty salaries to the broader question of compensation, including the task of attempting to benchmark total compensation. FAC is working with a comprehensive outline of all benefits programs at each of the GLCA institutions and an

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<sup>10</sup> Available in on-campus resource room.

approach that has both quantitative and qualitative dimensions. The committee is expected to complete its analysis in spring 2013.

**Human Resource Allocation (non-faculty positions).** We have adopted a [“position review process”](#) as a strategy to carefully review requests to fill new and vacant full- and part-time staff positions. The objective of the review process is to ensure that we carefully steward our human resources in accord with our strategic objectives. In its review, the Position Review Committee (PRC), which is the President’s Cabinet, considers several criteria including whether current staff can perform the duties of the requested position, the position serves to advance an essential College priority, and available budget. The PRC is currently reviewing the process and criteria. The PRC approach, budget process, and periodic benchmarking of staffing levels and compensation assure that the allocation of resources is appropriate.

#### **We have qualified staffing appropriate to our goals, type, size, and complexity [5.A.4]**

Each staff position has a position description that defines required qualifications, roles and responsibilities for the employee. All staff employees are required to have [appraisals annually](#). For exempt staff, a self-evaluation is completed and it is expected that supervisors take that into account when completing the employee’s evaluations. Evaluations are reviewed and approved by the next level supervisor, if applicable, and division leader. Reminders for managers to complete the performance appraisals are sent if the appraisals are not received by the deadline. Once the process is complete, all appraisals are filed in the HR Office.

The Human Resources Department is in a state of transition and improvement. The College’s Human Resources director retired in July of 2012 after 27 years service and an interim director has been in place since March of 2012. A new Director will be hired and plans call for a March 2013 start. One of the expectations for the new director will to develop and implementing a Human Resources Strategic Plan that the supports the College’s strategic priorities.

The last climate survey for staff was completed in [2006](#). We are considering conducting another staff satisfaction survey in 2013, though timing is dependent on the arrival of the new HR director. There was a [benefits survey](#) completed in 2011 as a precursor to the review of the health insurance program. [The Human Resources User Survey](#) was conducted in May 2012 in order to assist the College understand community satisfaction with current HR services and to inform potential changes. While the response rate was only 12%, and thus too low to yield statistically significant data, the results showed overall high levels of satisfaction with HR services. Scores ranged from a low of 81% satisfied/very satisfied to a high of 93% satisfied/very satisfied for each of the departments within Human Resources. Perhaps the most significant finding is that hourly staff reported lower levels of satisfaction with HR services across the board than did salaried staff, suggesting more work in this area is needed. While the redesign of HR services is not yet complete, the results of the survey have been used to plan expanded outreach and consultation to hourly staff and to address some of the issues raised in the comments section of the survey.

Policies and procedures for staff are found on the HR website in [The College of Wooster Employee Handbook](#), updated in 2011 and continually revised as needed.

## **Facilities Resources.**

**Description of Facilities Supporting Wooster's Core Mission.** Our [campus](#) is comprised of approximately 240 acres including a nine-hole golf course and 127 buildings. The buildings range in age from one year to 113 years old. The facilities total 1.9 million square feet and are located in a residential section about a mile north and east of the City of Wooster's public square. Our [facilities](#) include 18 large instructional facilities, 19 administrative and auxiliary buildings, 14 large residence halls, 35 residential houses that are used primarily for student housing, 15 rental properties, and 19 utility buildings.

The College receives most of its energy from a central plant that burns coal to generate steam for campus heat and domestic hot water; spring 2013 marks the beginning of a project to convert the coal plant to natural gas, in keeping with the [College's commitment to environmental sustainability and responsibility](#). We have entered into a \$5 million performance contract to improve the energy efficiency of 34 campus buildings estimated to yield \$2.1 million in net cash savings over the next 10 years. The Scot Center, the new student recreation center which opened in January 2012, received LEED Gold certification, and includes a 20,000 square foot solar array on its roof. The solar rooftop installation is the largest on any college or university facility in the country.

We are committed to sustainability and have moved forward with initiatives such as recycling, mulching all tree waste and tray less dining. We have joined the American Association for Sustainability in Higher Education (AASHE) and are participating in its Sustainability Tracking, Assessment, and Rating System (STARS). STARS is an institution-wide assessment that quantifies our collective sustainability efforts. Our sustainability coordinator, a recent Wooster graduate, has surveyed particular academic, operational, and administrative departments in order to complete the current year's survey. [Our results](#) show that we have made great progress in its sustainability efforts, and have achieved a STARS silver rating. Despite not having a major in environmental studies, we earned a good number of points for our environmentally-focused and related classes and research. We plan to continue to utilize the STARS tool to acknowledge our accomplishments and continue to motivate us to be better stewards of our environment.

**Facilities Master Planning.** The [Campus Facilities Master Plan](#) is a means of prioritizing physical resource initiatives with respect to our mission. We have maintained an ongoing campus master planning process since the early 1990s. Several significant capital investments have been made to improve campus facilities in support of our educational mission since 2003, including the renovation of Kauke Hall and the construction of the Scot Center. The 2005 plan was completed with the opening of the Scot Center so, in the fall of 2010, the College began the process of updating its Campus Facilities Master Plan. We again selected Dober, Lidsky, and Mathey, creators of the previous campus master plans, for the project.

The [Campus Facilities Master Planning Process](#) was transparent and inclusive, discussed widely on campus as a means of prioritizing physical resource initiatives with respect to our mission and strategic initiatives. The steering committee consisted of Cabinet members, the working group included faculty, staff and students and the multiple meetings to garner input from faculty and staff were very well attended and received. The Campus Stewardship Committee of the Board of Trustees heard an update at every meeting and its members and the full Board had the opportunity to provide feedback at many points in the planning process. The resulting Campus Facilities Master Plan is a template for future facilities planning, was approved by the Board at their June 2012 meeting.

**Facilities and Physical Plant Investment.** Continued commitment to campus stewardship is evidenced in annual budget funding for repairs, maintenance, and capital projects and sustainability initiatives that have improved both facilities and infrastructure while reducing energy and operating costs. Physical plant repair and maintenance expenses are covered by resources provided from the annual repair and maintenance budget and as part of the annual capital budgeting process that bases decisions on resource allocation on mission and includes Cabinet and FAC review. Performance contracting projects have reduced utility costs significantly. The energy savings were focused on lighting, water and HVAC controls. The College exceeded its utility savings projection for 2011-12 and projected a flat utility budget for 2012-13, even with the addition of the Scot Center energy costs.

From 2009-2011, we worked with Sightlines, Inc. to establish a [baseline and benchmarking](#) for operational data such as capital spending categories, physical plant staff sizing, work order production, utility consumption and other important information to help build a best practices facilities organization. In January 2011, our Facilities staff completed a [detailed deferred maintenance assessment](#), which identified approximately \$35 million in deferred and renewal maintenance items (excluding grounds), categorized within three horizons; 1-5 years, 6-10 years and 10 years and beyond. These time frames were selected due to the fluidity of the priority of the items and the difficulty in forecasting exact years of potential failure, with such a broad and diverse list of deferred maintenance on the College campus.

The assessment was an important consideration in the development of the campus facilities master plan, and it informs annual maintenance and capital project funding. The annual capital budget provides some resources towards addressing deferred maintenance: the [FY12 and FY13 capital budgets](#) included \$372,500 and \$444,000 respectively in allowances towards deferred maintenance projects, or 21.4% and 28.8% of the total annual capital budget. We seek opportunities to address deferred maintenance through projects that have a demonstrated return on investment, such as upgrading our campus energy management and supply systems through approaches like performance contracting, renovating spaces to support new initiatives (such as Andrews Library), or major facilities projects (such as the renovation of Babcock Hall, the construction of the Scot Center, or the planned life sciences facility). The deferred maintenance assessment is updated annually by Facilities staff.

The [Classroom Stewards](#) is a committee of faculty charged to assess needs and prioritize projects for the refurbishment of teaching spaces on campus. The goals of this process are to improve the quality and equipping of classrooms and teaching spaces and to do so in an orderly and intelligent manner. The committee is assisted by staff from Facilities and Information Technology. The committee reviews recommendations from academic departments, prioritizes them, and submits a prioritized list to the Provost. In recent years, we have been allocating approximately \$100,000 annually to [projects recommended by the committee](#).

## **Technology Infrastructure.**

At the heart of our Information Technology Infrastructure are wired and wireless network services through which students, faculty and staff connect to applications and information resources that are hosted either on the College's servers or off-campus. Our core applications are Moodle (learning management system), Confluence (enterprise wiki used for educational and administrative purposes), Ellucian (Datatel) Colleague (student and institutional information system), GroupWise (e-mail, calendaring), and WordPress (blogging platform used for courses, advising e-portfolios, and websites); several other specialized applications support disciplinary and administrative functions. Faculty and staff are provided with personal computers and College-standard software. As approximately 98% of students have their own computers, we are implementing a "capable device requirement" for students entering fall 2013. Several "public access" and "specialized (departmental)" labs exist across the campus. The majority of classrooms are equipped with media play and projection capability, with some having additional media equipment such as document cameras, Sympodia, and multi-screen projection capabilities. "Smart" boards are provided in Kauke, Morgan, Scheide, and Wishart Halls. We are now experimenting with tablet and mobile devices in the classroom as well, limited a bit by the network and proprietary communication protocols of iPads.

Our ability to fully realize the potential of a student "capable device requirement" will be limited by the physical infrastructure of some of our educational spaces: we have few classrooms with readily accessible power outlets, and a number of classrooms with traditional tablet arm chairs that are not conducive to notebook computers.

Our technology infrastructure was largely built through one-time infusions to add major technology systems (servers, storage, the campus network, computer labs), with no continued funding for cycle upgrade and replacement.

Our work on cycle replacement planning began in 2010-11. The premise of the plan is to sustain a point on the technology curve that is appropriate for supporting Wooster's core mission as it evolves, while taking strategic advantage of the "consumerization" of technology, in particular, hardware and more recently "apps", and to do so within IT's current operating budget. Cycle replacement plans are in place for [faculty computer systems](#), campus print/copy devices, and specialized labs (a part of capital equipment budgeting). We are finalizing a plan for servers, storage, and network (data) equipment and an approach for replacing staff computers. While we have been able to replace failing equipment in classrooms, we lack a cycle upgrade plan that would

provide for redesign and replacement of an entire classroom media configuration, though that often happens when a classroom is renovated. Faculty and staff are encouraged to submit [proposals for new technology projects](#) that will advance our educational program or a strategic initiative as part of the annual capital budget cycle.

Support for Information Technology has been provided by staff organized in four “departments:” Applications Development, Digital Infrastructure/Media Services, Instructional Technology, and User Services. With changes in technology, these traditional department structures and the roles of the technology staff are evolving, and at times, blurred. Additionally, the division has 2.5 fewer professional staff positions and an opening in instructional technology, which necessitates rethinking staff roles and organization. We anticipate realigning staff to provide more professional staff resources to our educational technology efforts, particularly given the rapidly changing landscape of course and information delivery.

In summer 2011, we instituted a [Student Technology Assistant](#) program. An experiential learning program, STAs work in progressively responsible positions assisting IT staff or working independently to support students, faculty, and staff use technology and applications. Having the STAs has enabled IT professional staff to “delegate” to students, and for students to gain experience in professional and technical roles. Our [assessment of the program](#) at the end of the first year indicated that the program is attractive to students interested in technology and we are capable of attracting good, motivated students. Students are learning and developing skills from the experience, though the effectiveness of our approaches to training, as expected, could be improved in some aspects (methods of training, feedback, nature of work assignments).

#### **PERSPECTIVES FROM THE CAMPUS**

- *Planning systems may be in place, but actual effectiveness across the board is implied – but not the case. For many of us the planning cycle seems to have little or no relation to reality. For example, technology allocation system for non-faculty. [staff]*
- *We are meeting these goals and steering the College in the best fiscally responsible way.[staff]*
- *The governing body of the College of Wooster is running steady with its planning and effectiveness at these higher levels. To keep achieving its goals the smaller sectors need to improve on programs, effectiveness, productivity, and come together as a whole College to keep operations running smoothly. [faculty]*
- *The board wiki has enabled us to ‘flip’ our committee meetings. No longer are our committees devoted to reports because the wiki presents all relevant data and context. We can now spend our time in committee meetings in strategic discussion. [trustee]*
- *We need more public understanding of our planning targets. [faculty]*

- *We are much better at collecting data on ourselves and knowing where we stand. We see this in the planning process and the data presented to us. [FAC]*
- *As we continually compare ourselves to other quality colleges, we strategically adjust our financial priorities to reflect opportunity for the future. [staff]*
- *We are still trying to figure out how to integrate assessment with our discussions about resource allocation. [faculty]*
- *The [new budget process] is more transparent and systematic than 10 years ago. It's more strategic – we can see the implications of choices over time. [Financial Advisory Committee]*
- *Previously we had 'roll forward' budgets that were then 'tweaked' by the administration. The process is now better as it has real data, which is very different than before. We have broad discussions about budget parameters now as is fitting with our planning process and culture. [FAC]*
- *We no longer have mid-year budget freezes. [faculty]*
- *I think we do a great job of analyzing, though we can always do a better job of working together towards reaching our collective objectives as an institution.*

## **SUSTAINING OUR MOMENTUM: STRENGTHS, OPPORTUNITIES, CHALLENGES**

Our commitment to developing “an institutional commitment to planning that fosters strategic thinking and influences all decision making, resource allocation, and assessment efforts” is having its intended effect. In Chapter 4 we conclude that we have a “mission mindset;” in this Chapter, we find that this mindset is integral to our planning and decision making. We appear to have done this well at an institutional level; we need to continue to develop this commitment within and across divisions of the College.

We have also become a more data-driven institution. Already evident in our educational assessment work, the practice of using data to inform our strategic decision making is more prevalent than ten years ago, although we need to explore the implications of it in all areas of decision-making, including the academic program.

In a short period of time, we have strengthened our governance structures and processes. While emulating best practices is often an objective motivating reviews and changes in governance, we recognized that achieving our strategic objectives and vision for the College required that our governance organizations would need to take the lead, as appropriate, in the planning, implementation, and assessment of many of our strategic initiatives. As noted, our faculty and Board eagerly went about the task of assessing their existing structures and processes, implementing changes, and committing to continued assessment of effectiveness. The Board has

found that the changes it has made have permitted it to focus more on matters of strategy and policy, as is appropriate for a board. The faculty note that governance is stronger, yet now requires a greater commitment of time and effort. This suggests that we continue to examine our system of faculty governance, seeking opportunities to reduce what appears to be a resource pressure in terms of faculty workload.

Budgeting is more transparent, inclusive, and linked to our strategic priorities. Yet our planning-linked budget process is only in its second year, and while we have done a good job at linking our budgeting with planning, we have not yet perfected the process of linking the budget process with assessment of student learning and overall institutional effectiveness. This will be important as we engage in the refresh of our *Strategic Framework*, as it is likely that we will need to make choices of how we allocate our limited resources while continuing to advance the College's mission (*we will sustain our momentum*).

The College has a strong asset base, yet our annual operating budget is consistently just “break even.” Our increasing dependence on student-based revenues as a source of revenue for our operations is not ideal given what is optimal for our educational program and increasing external pressures to control increases in tuition and fees. This necessitates remaining focused on our strategic initiatives in the areas of enrollment, endowment, voluntary support, auxiliary operations, and resource stewardship.

A consistent theme heard across campus and most recently in planning refresh discussions with the Big 5 Faculty Committees, is that of “resource pressure.” It is more than financial: our faculty acknowledges that our curriculum and educational approach, by intention, is resource-intensive. Growing enrollment and changing demand for programs are putting pressure on residence facilities as well as some academic spaces, most notably in the life sciences. A number of faculty and staff observe workload pressures stemming from increasing involvement in governance, implementing initiatives, and increasing numbers of students.

Strategic initiatives to improve the competitiveness of faculty and staff compensation have resulted in progress towards market benchmarks, the ability to successfully recruit “first-choice” faculty and staff candidates, and reducing internal salary equity issues. However, we still lag our initial target salary benchmarks, although our compensation levels are about average in comparison to our peer group.

Initial steps to enhance our Human Resources function commenced in spring 2012 and will continue under the leadership of a new Associate Vice President for Human Resources who will join the College community in spring 2013. The strategic issue of staff, in particular, as a resource emerges in this chapter in our discussion of staff compensation, staffing levels, and reallocation of vacant staff lines to strategic priorities. In Chapter 5, the observations of differences in benefits and employment policies between faculty and staff, and the need to continue to attract exceptional staff and to provide professional development opportunities (Chapter 6) are a few initial items we suggest be on the HR agenda.

We have made a continued commitment to campus stewardship as evidenced in the several significant capital investments made to improve campus facilities in support of our educational program, and in our annual budget funding for repairs, maintenance, and capital projects. We have advanced sustainability initiatives that have improved both facilities and infrastructure while reducing energy and operating costs. However, the modest amount of annual funding for deferred maintenance necessitates that we continue to pursue a strategy that addresses deferred maintenance through projects that either have a demonstrated return on investment, or major facilities projects.

In 2013, and beyond, our advances in information technology will not come as a result of our investments in equipment. Advances will come from our carefully considering the strategic importance and opportunity of technologies to advance our distinctive educational approach. We will then invest in those technologies that promise the broadest adoption across students, faculty, and staff. More importantly, we will need to invest in the resources – time, professional support, student technology assistants, etc. – that faculty need to explore and adopt technologies in their teaching, research, and potential collaborations with students and other faculty beyond the Wooster campus.

## CHAPTER NINE: SUSTAINING OUR MOMENTUM, CONTINUING OUR PROGRESS

### CONCLUSION AND WHAT'S NEXT

In our Strategic Priorities Memo for 2012-13, we committed to taking the time this year to examine our progress on our strategic objectives and initiatives, take a fresh look at our strategic context (our strengths, weaknesses, opportunities and threats) and refresh our strategic thinking. This self-study is one lens through which we are examining our progress.

Our intent is to use the self-study findings and the report of the visiting team in examining our progress and in informing our next set of strategic initiatives and priorities. Throughout this self-study, we have identified areas where we have made good progress, areas that deserve our continued focus, and areas that warrant further study and, perhaps, action. We have commenced the planning “refresh” process on campus by engaging the Horizon Group<sup>11</sup> and members of the “Big 5”<sup>12</sup> in revising our SWOT (strengths, weaknesses, opportunities, and threats) analysis. We continue the process during spring 2013 as we ask students, the faculty as a whole, staff, and trustees to contribute to the SWOT revision. In June, we will integrate the SWOT findings, and identify our next set of potential strategic initiatives, those things that we will do differently.

From our own assessment of our progress, the self-study, and the SWOT discussions to date, we see several findings, observations, and beliefs about our future context emerging. It is clear that our 2013 SWOT will look very different from 2010's with new strengths emerging and weaknesses disappearing as a consequence, in part, of our focused implementation of our strategic initiatives. Our external environment has also changed: the opportunities and threats posed by applications of technology to education are more prevalent now than in the past; similarly, in 2010, the economic downturn and lack of understanding of – and appreciation for – the value of a residential liberal arts education were prevalent as threats. They remain.

This self-study describes a College where assessment clearly has become part of our culture. We continue departmental-based assessment programs, are beginning assessment of our newly adopted Graduate Qualities, and expanding assessment to areas and programs that have direct engagement in contributing to our student development outcomes, as is appropriate in our Community of Learners. We have assessment practices that work and serve us well: the assessment programs in each major program, our decennial program review process, and the specialized focused assessment studies we undertake. This project-based approach to assessment enables us to take “deep dives” into well-formed assessment questions of strategic importance that would be more difficult to answer through more traditional approaches, though our projects do draw on assessment data we have collected through more traditional means, not dissimilar to how we approach our strategic initiatives. Recent examples of project-based assessment projects include:

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<sup>11</sup> The Horizon Group is a group of faculty and staff that considers emerging longer-term trends and issues through the exploration of questions about the future of residential liberal arts education.

<sup>12</sup> The “Big 5” are the five major elected faculty committees: Committee on Committees, Committee on Conference, Educational Policy Committee, Financial Advisory Committee, and the Teaching Staff & Tenure Committee.

- a Teagle Foundation funded multi-year multi-institutional project to assess “capstones;”
- two AMRE<sup>13</sup> projects where student researchers assessed aspects of our existing experiential learning programs;
- a Presidential discretionary fund-sponsored project to establish a faculty learning community that would examine how well we are developing our students’ quantitative reasoning abilities;
- a review of our Center for Diversity and Global Engagement that includes both a self-study and external review; and
- our self-study for continuing accreditation.

As we consider “what’s next?” in assessment, we will consider what is working well, what we are seeking to learn from assessment, and the reality that some elements of our current approach are contributing to the assessment “fatigue” that was noted by the self-study working group that assessed assessment.

Similarly, as we consider “what’s next?” in our strategic initiatives and priorities, we will consider what has worked well with our planning approach and what we need to do differently. We know that this time, our planning refresh will require us to make choices, not only of what more we will do, but also of what we will do less of or not do at all, as our resources – people, facilities, technology, money – are limited. Our enthusiasm for fresh ideas and initiatives must be tempered a bit as we have several ongoing initiatives: for example, improving our campus climate for diversity, planning for the science facility and all the assessment and analysis that entails, planning for a fundraising campaign, planning for campus residence facilities study that started during the campus facilities master plan process, and the unfinished but closely guided faculty and staff salary projects. These all require the continued efforts of the faculty and staff who are working to bring these initiatives to successful implementation.

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<sup>13</sup> The Applied Mathematics Research Experience (AMRE) is a program initiated by the Departments of Mathematics and Computer Science designed to give students experience in the practical applications of mathematics and computer science.

## **ATTACHMENT A SELF-STUDY DESIGN (AS AMENDED ) AND ACKNOWLEDGEMENTS**

### **INTRODUCTION: WHY ARE WE UNDERTAKING A SELF-STUDY PROJECT?**

The simple answer is “to maintain our Higher Learning Commission (HLC) accreditation.” The purposeful answer is to “prove that we are advancing our mission, that we are true to our core values, and that we are achieving our strategic objectives by demonstrating how we meet the [Higher Learning] Commission’s criteria for accreditation.” (2011-12 Strategic Priorities Memo). In the following document, we provide some background about the process, the Higher Learning Commission’s current effort to tune its criteria for accreditation and process to better serve its members, and our self-study project.

### **THE PROCESS OF VOLUNTARY ACCREDITATION**

The College of Wooster received its initial accreditation in 1915. Colleges and universities in the United States are not required to be accredited; however, for prospective students, faculty, staff, as well as those who support an institution, accreditation provides assurance that the institution meets, and is expected to continue to meet, a set of criteria and requirements as defined by the accrediting organization. In addition, the U.S. Department of Education and other federal agencies require an institution to be accredited to be eligible to participate in federally funded programs, most typically, federal student financial aid programs, and federal grant programs, such as those through the National Science Foundation, the Fund for the Improvement of Postsecondary Education, and the National Institutes of Health.

After initial accreditation, institutions are expected to provide periodic updates to the accrediting organization. Currently, the HLC requires Wooster to submit an “Institutional Data Update” annually and have its accreditation reaffirmed through a self-study and peer review process every ten years. This is the last time we will do a traditional “10-year” self-study. In 2013, the HLC will implement a new accreditation process, “Pathways,” that will require more comprehensive annual data updates, our preparing an “assurance argument” in the fourth year of the cycle that addresses the criteria for accreditation, undertaking one or more “quality initiatives” and reporting to the HLC on the outcomes of the initiative, and then in the tenth year, preparing another “assurance argument” that will be reviewed by a visiting team similar to the current self-study process for reaffirming accreditation.

### **THE CURRENT HLC PROCESS: THE PROGRAM TO EVALUATE AND ADVANCE QUALITY (PEAQ)**

Our self-study and reaffirmation of accreditation will follow the HLC’s current processes under its Program to Evaluate and Advance Quality (PEAQ). The PEAQ process consists of five steps:

WHEN	PEAQ PROCESS STEP (FROM THE HLC'S WEBSITE: <a href="http://www.ncahlc.org/peaq-home/peaq.html">HTTP://WWW.NCAHLC.ORG/PEAQ-HOME/PEAQ.HTML</a> )
<b>Spring 2011- late Fall 2012</b>	The organization engages in a self-study process for approximately two years and prepares a report of its findings in accordance with Commission expectations.
<b>April 2013</b>	The Commission sends a team of consultant-evaluators to conduct a comprehensive visit for continued accreditation and to write a report containing the team's recommendation.
<b>Summer 2013</b>	The documents relating to the comprehensive visit are reviewed by a Readers Panel or, in some situations, a Review Committee. The Institutional Actions Committee (IAC) takes action on the Readers Panel's recommendation. (If a Review Committee reviewed the visit, the Review Committee takes action.) The HLC's Board of Trustees validates the IAC or Review Committee, finalizing the action.

### UNIQUE CHALLENGES FOR OUR SELF-STUDY

In March 2011, the HLC announced that it was revising the criteria for accreditation. This came as a result of demands by the U.S. Department of Education and the HLC's own self-study in preparation for its periodic review by the Department of Education and the Council for Higher Education Accreditation. An "alpha" version of the new criteria was released in March. Release of the "beta" version was to have occurred in early June 2012; it actually occurred in late July. The final version was released in February 2012. Institutions scheduled for reaffirmation of accreditation visits after January 1, 2013 (Wooster) are required to either use the new criteria for their self-studies or "cross-walk" their self-studies to the new criteria. Following our review of the new criteria, attending sessions at the recent HLC Annual Meeting and summer regional meeting, and conversations with our HLC staff liaison we opted to proceed with our self-study following the new version of the criteria. By doing this, we avoided the need to prepare a "crosswalk" document and we gained significant familiarity with the new criteria which will be the basis for our reaffirmation work in the future.

In April 2009, the HLC announced a new model for institutional continued accreditation, the "Pathways" model. Wooster will move into the "Pathways" model immediately following the 2013 reaffirmation visit. Given this, we will be using the self-study process to position us to make the transition effortlessly.

The HLC anticipates an institution's self-study will "fit the distinctive nature of the organization" and "ha[ve] an impact on the institution beyond the Commission visit.... ultimately connect[ing] to an organization's ongoing visioning, budgeting, and planning processes." Our *Strategic Framework* identifies the self-study process as a strategic initiative in support of our objective "to Sustain our Momentum for the Long Term" as it provides the opportunity for us to examine our efforts and progress towards our strategic objectives and begin to consider how our strategic initiatives are contributing to our progress. The challenge this presented for us was how to weave together the HLC's criteria for accreditation with our strategic objectives and initiatives in

such a way that is clear and compelling for both the HLC and Wooster. This was part of our work in developing our self-study design and charges for our working groups.

#### **SELF-STUDY TIMELINE (SIGNIFICANT DATES & MILESTONES) 4.0**

<b>WHEN</b>	<b>PROCESS STEP</b>
<b>November, 2010</b>	Co-Chairs selected and begin preparatory work
<b>April – July 2011</b>	Prepare for Self-Study; organize steering committee; develop self-study design; form working groups; brief Board of Trustees on process
<b>mid-April 2011</b>	Co-chairs attend the HLC meetings in Chicago
<b>Summer 2011</b>	Get resources in place (wiki, on-line resource room, physical resource room, support staffing) Steering Committee members develop draft plans for working group work, deliverables, deadlines
<b>AUGUST 2011 – NOVEMBER 2012</b>	<b>SELF-STUDY</b>
<b>August 2011</b>	Kick-off event: Steering Committee, Working Group Members (President’s House) Steering Committee meets bi-weekly. Working groups meet alternate weeks.
<b>December 12, 2011 (week of)</b>	<b>Deliverables</b> 1 <sup>st</sup> very rough draft of bullet points based on criteria examined to date. Commentary on assessment of working group progress, surprises, challenges.
<b>January 9, 2012 (week of)</b>	Steering Committee “retreat” [Overall progress assessment point – review of 1 <sup>st</sup> very rough draft; revisit overall plan and individual workplans and modify as needed]
<b>March 5, 2012 (week of)</b>	<b>6<sup>th</sup> Check point/deliverables</b> Most working group work complete at this point. Steering Committee follow-up on any open self-study working group deliverables. Self-study draft effort begins in earnest
<b>April 2, 2012 (week of)</b>	Begin reviews of very rough draft of report Continue follow up on outstanding working group work
<b>April 30, 2012 (week of)</b>	Continue reviews of very rough draft of report All working group work to be complete by this date at the latest!
<b>May</b>	
<b>Late May 2012</b>	Steering Committee Retreat
<b>June 2, 2012</b>	Board of Trustees Retreat (discussion and comment on very rough draft)
<b>Summer 2012</b>	Chairs complete first formal draft of self-study Review by Steering Committee
<b>August 13, 2012 (week of)</b>	Self-Study: draft report to campus community

WHEN	PROCESS STEP
<b>With approval of FY2012 audit</b>	Update Federal Compliance section of self-study as needed
<b>October 13, 2012</b>	Board of Trustees comment on the self-study document (in Board committees)
<b>October/November 2013</b>	Read-In Day. Campus community comments on bullet point drafts
<b>October – February 2012</b>	Self-Study: Finalize report and submit to HLC
<b>April 15-17, 2013</b>	Peer Review: visiting team comes to campus
<b>June 2013</b>	HLC Review of visiting team report and recommendation on accreditation status. Institutional response to report (factual corrections, clarifications) HLC notification of follow-up, if any

## OUR SELF-STUDY PLAN & ORGANIZATION

Our self-study plan follows the HLC’s new criteria, incorporating elements of the College’s *Strategic Framework*. The self-study design could be considered a “comprehensive self-study with emphasis on the objectives of the College’s *Strategic Framework*.”

The **co-chairs** were responsible for oversight of the self-study process, facilitating the work of the Steering Committee and working groups, communicating and promoting the self-study with the campus community, ensuring the working groups were engaged with College governance groups and Cabinet members that have responsibilities in each of the criteria areas, and drafting the self-study document. The President selected the co-chairs with an eye to selecting people with different experiences with accreditation processes, the HLC, Wooster’s accreditation history, and knowledge of the College:

Ellen Falduto, Chief Information and Planning Officer  
 Gary Gillund, Associate Professor of Psychology  
 Anne Nurse, Associate Professor of Sociology

**Steering Committee members** were responsible for leading the efforts of the working groups of faculty, students, and staff that are examining, in depth, how well Wooster meets each of the criteria for accreditation. Importantly, steering committee members were charged with taking a holistic view of the institution and the accreditation process. They also helped their teams to integrate the College’s strategic priorities into their work.

We selected both the Steering Committee and the working groups through a process of collecting names of volunteers and nominations from the entire campus community. Ultimately, the teams were chosen by the co-chairs in consultation with the President and Provost:

Joe Kirk, Associate Director of Security and Protective Services/Director of Greek Life  
 Hank Kreuzman, Dean for Curriculum and Academic Engagement  
 Brenda Meese ’75, Associate Professor of Physical Education/Assistant Athletic Director.  
 Field Hockey Head Coach

Becky Schmidt, Director of Donor Communications and Stewardship/Development  
Megan Wereley '94, Associate Professor of Education

Each of the **working groups** examined one of the criteria for accreditation in depth, using institutional data and information as “evidence” that Wooster meets HLC’s expectations. The working groups were guided by a detailed set of questions related to the criteria and Wooster’s *Strategic Framework*.

### **I. Mission**

Cathy Finks, Senior Associate Director of Admissions  
Travis Foster, Assistant Professor of English  
Moses Jones-Lewis, Director of Development  
Mike Nienaber '05, Supervisor in Security and Protective Services  
Molly McCartt, class of 2014

### **II. Integrity: Ethical & Responsible Conduct**

Denise Bostdorff, Professor of Communication  
Mary Schantz '04, Director of User Services/IT  
Reggie Williams '63, Trustee  
Chuck Kammer, Professor of Religious Studies  
Christine Goglia, class of 2014  
Kurt Holmes, Dean of Students

### **III. Educational Programs: Quality, Resources & Support**

Jessica Armstrong, Executive Assistant to the VP for Development  
Heather Fitz Gibbon, Dean for Faculty Development, Professor of Sociology  
Rachel Messenger, Assistant Director of Student Activities  
Shelley Judge, Assistant Professor of Geology  
Dylan Jurcik '14

### **IV. Teaching & Learning: Evaluation & Improvement**

Theresa Ford, Director of Educational Assessment  
Dean Fraga, Professor of Biology  
Katie Holt, Associate Professor of History  
Amber Larson, Assistant Director of the Learning Center  
Mark Gooch '90, Technology and Government Information Librarian

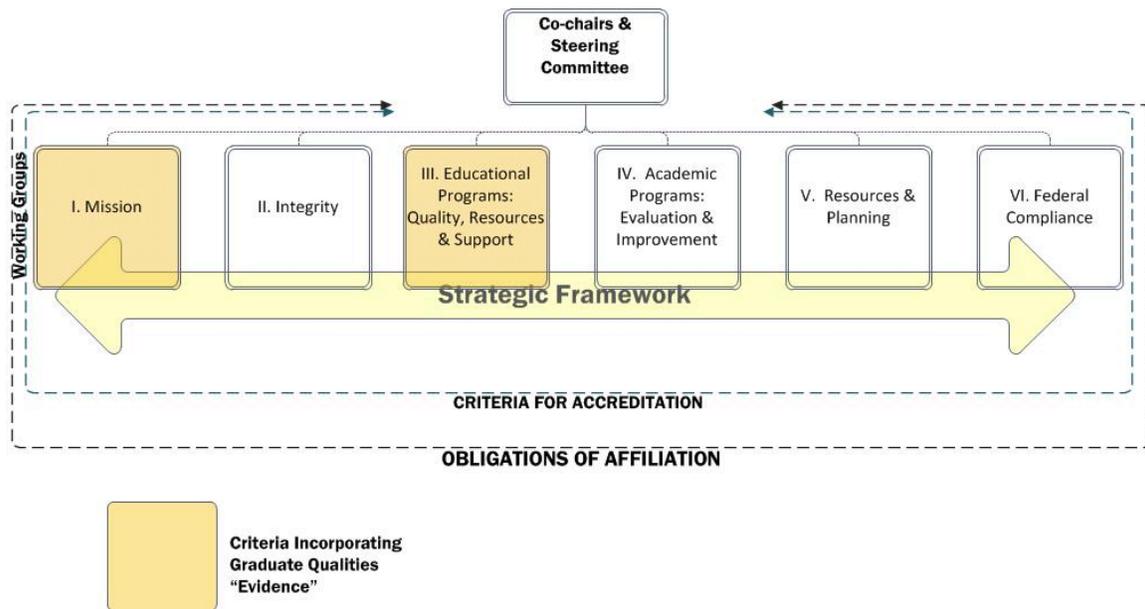
### **V. Resources, Planning, and Institutional Effectiveness**

Jackie Hamilton, Employment Manager, Human Resources  
Jim Hartman, Professor of Mathematics, Chair Financial Advisory Committee  
Teresa Prendergast, Associate Professor of English  
John Sell, Director of College Investment, Professor of Business Economics

## VI. [Federal] Compliance

David Miller, Director of Financial Aid  
Joe Winge, Director of Financial Aid  
Paul Seling '09, Transcript Coordinator, Registrar's Office  
Gloria Wilson '78, Assistant Controller  
Kristine Jamieson, Associate Registrar  
Tabitha Conwell, Director of Applications Development  
Gina Holmes, Research & Data Analyst, Information & Planning

### CHART OF THE ORGANIZATION OF THE SELF-STUDY



### ACKNOWLEDGEMENTS

In addition to those who served on the Steering Committee and Working Groups, we would like to thank the **Cabinet** for its invaluable help throughout the process and contributions to sections of the document:

Heather Fitz Gibbon, Dean for Faculty Development  
Scott Friedhoff, Vice President for Enrollment and College Relations  
Kurt C. Holmes, Dean of Students  
John Hopkins, Associate Vice President for College Relations & Marketing  
Laurie Houck, Vice President for Development  
Angela Johnston, Secretary of the College/Chief of Staff/Office of the President  
Henry Kreuzman, Dean for Curriculum and Academic Engagement  
Carolyn Newton, Provost  
Laurie Stickelmaier, Vice President for Finance and Business/Treasurer

The Self-Study team made frequent visits to the elected committees (EPC, FAC, CoC, CWT, and TST) to seek their input. We appreciate their time, thoughtful contributions, and insights.

We appreciate the more than 270 students, faculty, and staff who came out for “read-in day” and provided invaluable feedback on the draft of the self-study findings. Many of them were excellent proofreaders, too.

Our gratitude to Gina Holmes and Cynthia Bernardy for their work on data collection and analysis.

This report could not have come into being without the tireless and skillful work of Danielle Schantz, Special Projects Coordinator. We are very grateful to her.

Finally, we learned that every self-study needs two people –

The person who keeps the co-chairs from going off the ledge, or pushing their colleagues off the ledge. In our case, that was Wooster’s president, Grant Cornwell.

and

A trustee advocate who keeps the self-study, and its importance, in the minds of his or her Board colleagues. We are especially grateful to Reggie Williams, ’63, for serving as that advocate.

**ATTACHMENT B**  
**CoW [COLLEGE OF WOOSTER] COMMONLY USED ACRONYMS AND TERMS**

<b>AMRE</b>	Applied Mathematics Research Experience
<b>APEX</b>	Advising, Planning and Experiential Learning
<b>ARCH</b>	Academic Registration and Creative Horizons
<b>Big 5</b>	Committee on Committees, Committee on Conference, Educational Policy Committee, Financial Advisory Committee, Teaching Staff & Tenure Committee
<b>BOT</b>	Board of Trustees
<b>C4E</b>	Center for Entrepreneurship
<b>CDGE</b>	Center for Diversity and Global Engagement
<b>CIRP</b>	Cooperative Institutional Research Program
<b>COC</b>	Committee on Committees
<b>Conference</b>	Committee on Conference with Trustees
<b>CoRE</b>	Collaborative Research Environment
<b>CoW</b>	College of Wooster
<b>CURE Survey</b>	Classroom Undergraduate Research Experience
<b>CWA</b>	Critical Writing Assessment
<b>CWSC</b>	College of Wooster Staff Committee
<b>EAC</b>	Educational Assessment Committee
<b>EPC</b>	Educational Policy Committee
<b>FAC</b>	Financial Advisory Committee
<b>FYLLP</b>	First Year Living Learning Program
<b>FYS</b>	First Year Survey
<b>GLCA</b>	Great Lakes College Association (Albion College, Allegheny College, Antioch College, Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College, College of Wooster).
<b>GPI</b>	Global Perspectives Inventory
<b>Grievance</b>	Faculty Grievance Committee
<b>HEDS</b>	Higher Education Data Sharing Consortium
<b>HERI</b>	Higher Education Research Institute, UCLA
<b>HHMI Grant</b>	Howard Hughes Medical Institute
<b>HSRC</b>	Human Subjects Research Committee (IRB)
<b>I.S.</b>	Independent Study
<b>LIRTC</b>	Library, Information Resources, and Technology Committee
<b>NSSE</b>	National Survey of Student Engagement
<b>OCS</b>	Off-Campus Study
<b>Ohio Five</b>	Denison University, Kenyon College, Oberlin College, Ohio Wesleyan University, College of Wooster
<b>OLO</b>	Ohio Light Opera
<b>PRC</b>	Position Review Committee
<b>Scot's Key</b>	Student Handbook
<b>SPS</b>	Security and Protective Services
<b>SURE</b>	Survey of Undergraduate Research Experience
<b>TS&amp;T</b>	Teaching Staff and Tenure Committee
<b>WHN</b>	Wooster Headline News
<b>WVN</b>	Wooster Volunteer Network

**ATTACHMENT C**  
**COLLEGE OF WOOSTER PERTINENT WIKI AND WEBPAGE LINKS**

- \*Educational Assessment Committee (EAC): <https://wiki.wooster.edu/display/EAC/Home>
- \*Educational Planning Committee (EPC): <https://wiki.wooster.edu/display/epc20112012/Home>
- \*Faculty Meetings: <https://wiki.wooster.edu/display/FacultyMeeting/Faculty+Meetings>
- Independent Study (I.S.) Database: <http://www.wooster.edu/research/database>
- Educational Assessment: <http://www.wooster.edu/academics/affairs/Educational%20Assessment>
- \*Financial Advisory Council (FAC): <https://wiki/display/fac/Financial+Advisory+Committee>
- \*HLC Self Study Resource Room: <https://wiki.wooster.edu/display/HLCselfstudyresroom/2012-13+Self-Study+Report+and+Supporting+Materials>
- Campus Council: <http://campuscouncil.spaces.wooster.edu/>
- Student Government Association (SGA): <http://sga.spaces.wooster.edu/>
- On Purpose: Strategic Planning at Wooster: <http://strategicplanning.scotblogs.wooster.edu/>
- \*HLC Self Study 2011-13 Wiki: <https://wiki/display/HLCSS1113/HLC+Self-Study+2011-13>
- President's Communications: <http://www.wooster.edu/about/leadership/president/speeches>

\* login required