

Criterion 3

Criterion 3: Teaching and Learning-Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Our Related Core Values: All

Our Related Strategic Objectives:

1: We will fulfill our educational purpose with distinction

Assumed Practices: The evidence gathered to date suggests that the college meets all expectations except for the institution maintains timely and accurate transcript and records services. There are some inconsistencies in the way older transcripts are stored and accessed. Work is underway to update and improve the process.

1. Programs, Courses, and Credits	
a. The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.	<ul style="list-style-type: none">• 32 course credits are required for graduation, subject to restrictions on residency, fractional credit, transfer credit, and course load (CC, pg. 227).• Each College of Wooster course unit (1.000) is valued at 4 Semester hours (http://www.wooster.edu/Academics/Registrar/Transfer-Credit).• We do not offer associate's or master's degrees.
b. The institution requires that 30 of the last 60 credits earned for a bachelor's degree that the institution awards and 15 of the final 30 for an associate's degree it awards be credits earned at the institution. Institutions that do not maintain such a requirement, or have programs that do not, are able to demonstrate structures or practices that ensure coherence and quality to the degree. (Consortial arrangements are considered to be such structures.)	<p>RESIDENCE REQUIREMENTS</p> <ul style="list-style-type: none">• Two years of residence at Wooster are required for the B.A. degree, with one of them the senior year.• Students are required to be in residence for the two semesters preceding the fulfillment of their degree requirements and are permitted to take no more than 4.250 (including .125 course credit in music performance groups) course credits per semester in the

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	<p>two semesters in which they undertake the Independent Study Thesis.</p> <ul style="list-style-type: none"> • The last six courses (including the two-course Senior Independent Study) counting toward graduation must be completed in the College’s curricular program. • For transfer students, at least seven of the courses in the major, including the • Senior Independent Study, must be taken at Wooster.
<p>c. The institution meets the federal requirements for credit ascription described in the Commission’s Federal Compliance Program.</p>	<ul style="list-style-type: none"> • See Federal Requirements course unit worksheet
<p>d. The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.</p>	<p>COURSE LOAD</p> <ul style="list-style-type: none"> • 4.000 course credits per semester is the normal course load. • A minimum of 3.000 course credits is needed to maintain full-time status. • A maximum of 4.630 course credits is permitted without the approval of the Dean for Curriculum and Academic Engagement. • Students may register for up to .125 course credit in music performance groups beyond the maximum specified. • For students in the Bachelor of Music Education program (Majors: Music Therapy or Public School Teaching) the maximum course load is 4.875. -see pages 230 – 231 in the Course Catalogue
<p>e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.</p>	<ul style="list-style-type: none"> • See the discussion on departmental reviews • EPC process for approving courses

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<p>f. The institution has a process ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.</p>	<ul style="list-style-type: none"> • See transfer of credit policy (on web) <p>Processing Transfer Work from Other Institutions</p> <ul style="list-style-type: none"> • Meet with your academic adviser prior to enrolling to determine whether the transfer work is appropriate for degree requirements. • When possible meet with the relevant department chairs and present the course description(s) from the institution's catalogue to acquire pre-approval for transfer course work you wish to have counted for degree requirements. • When seeking approval after course work is completed, be prepared to share a complete portfolio of work completed for each course (for example: syllabi, exams, papers, etc). • Complete a Transfer Credit form for each course you hope to have count towards Wooster degree requirements. The Department Chair will return the completed Transfer Credit form to the Office of the Registrar. If you only need the transfer credit to count as elective credit toward degree completion, this form does NOT need to be completed. • The Registrar will enter the applicable credit and notify the student and the academic adviser.
<p>g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable</p>	<p>Amount of Allowed Transfer Credits</p>

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proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)

- First Year Students are allowed to transfer in up to 8 course credits (32 semester hours) of transfer work. Transfer work includes AP, CAPE, IB, A-Levels, and courses taken at other colleges and universities.
- Transfer Students are allowed to transfer in up to 16 course credits (64 semester hours) of transfer work. Transfer work includes AP, CAPE, IB, A-Levels, and courses taken at other colleges and universities.

Transfer Credit that is Not Accepted at The College of Wooster

- On-line courses
- Hybrid courses (courses that partly on-line or distance education and partly in-class)
- Distance Education courses
- College Level Examination Program (CLEP)
- Participation in programs sponsored by the National Outdoor Leadership Schools (NOLS)
- Participation in programs sponsored by the Semester at Sea
- Credit earned for college-level courses that are taught by college instructors in the high school
- Post-Secondary Education Option (PSEO) credit earned through a dual credit program (college credits being applied for high school degree completion). To

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	<p>have PSEO credits evaluated for possible transfer to The College of Wooster, the PSEO Review Form must be completed by the student's high school guidance counselor. The completed form needs to be sent back to Kristine Jamieson, Associate Registrar, for evaluation.</p> <ul style="list-style-type: none"> • Transfer courses or proficiency scores that are submitted for subjects that appear to be equivalent. <p>Transfer Credit that Is Accepted at The College of Wooster Credits awarded for the below listed categories are dependent on the scores received by the student and by the subjects included in the Wooster curriculum.</p> <ul style="list-style-type: none"> • British Advanced-Level Examinations (A-Levels): Marks of A or B are considered. • International Baccalaureate (IB): Scores of 6 or 7 are considered for Higher-Level Examinations. • Caribbean Advanced Proficiency Examinations (CAPE): Scores of I, II, or III are considered. • Advanced Placement (AP): Scores vary based on the subject of the exam.
<p>h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, inter-disciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.</p>	<ul style="list-style-type: none"> ○ Writing In coordination with the First-Year Seminar Program and the Program in Writing: <ul style="list-style-type: none"> ○ Writing Proficiency (0-1 courses) Students will demonstrate basic writing proficiency in their first year, through placement examination or completion of

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	<p>the <i>College Writing</i> course.</p> <ul style="list-style-type: none">○ Writing Intensive Course (1 course) <p>Students will complete a course designated as <i>Writing Intensive (W)</i> in any semester between the completion of the First-Year Seminar and the beginning of Junior Independent Study.</p> <ul style="list-style-type: none">○ Global and Cultural Perspectives○ Foreign Language (0-2 course) <p>Students will demonstrate proficiency in a foreign language through the second level course in a given language sequence, through placement examination or course work.</p> <ul style="list-style-type: none">○ Studies in Cultural Difference (1 course) <p>Students will complete a course (C) that examines either a culture outside the United States or the culture of an American minority group (<i>e.g.</i>, African American, Asian American, Hispanic or Latino American, Native American). Courses may be taught in English or in a foreign language.</p> <ul style="list-style-type: none">○ Religious Perspectives (1 course) <p>Students will complete a course (R) from any department or program that examines the religious dimension of humankind in relation to issues of cultural, social, historical, or ethical significance. Note: <i>A student may not use the same course in fulfillment of both the Studies in Cultural Difference requirement and the Religious Perspectives requirement.</i></p> <ul style="list-style-type: none">○ Quantitative Reasoning (1 course) <p>Students will demonstrate basic quantitative proficiency through completion of a course (Q) that involves a substantial element of quantitative reasoning.</p> <ul style="list-style-type: none">○ Learning Across the Disciplines (6
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	<p style="text-align: center;">courses)</p> <p>Students will complete no fewer than two approved courses in each of three academic areas: Arts and Humanities (AH), History and Social Sciences (HSS), Mathematical and Natural Sciences (MNS). [An individual course may be counted toward only one of these three areas.] Course Catalogue, pp. 218-219</p>
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Faculty Roles and Qualifications	
a. Instructors (excluding teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.	Our faculty hiring documents require that department chairs hire faculty with <i>at least</i> a degree level beyond the B.A. The only exception to this requirement is for highly specialized, non-academic fields such as physical education skills courses.
b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.	Does not apply
c. Faculty participate substantially in:	
1. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;	See: Procedures - EPC Actions and Faculty Voting
2. assurance of consistency in the level and quality of instruction and in the expectations of student performance;	See: Procedures - EPC Actions and Faculty Voting Department Curricular Reviews Faculty Evaluation Process
3. establishment of the academic qualifications for instructional personnel;	Guidelines for New Hires
4. analysis of data and appropriate action on assessment of student learning and program completion.	Assessment Wiki; IPEDS Completions; IPEDS Graduation Rates

3. Support Services	
a. The institution monitors and acts upon student indebtedness, default rates, and repayment of student loans as a matter of the welfare of its students.	<p>Answers to a. and b.</p> <ul style="list-style-type: none"> The Financial Aid Office [FAO] notifies each need-based aid applicant of her or his federal student loan eligibility annually. Students must notify the FAO proactively if they wish to borrow (in any amount) the federal student
b. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.	

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loan(s) for which they are eligible. A copy of the standard loan request form is appended at the end of this statement. The reverse provides extensive information about the Federal Direct Loan Program.

- The loan request form also informs/reminds first-time borrowers to complete their two federal obligations (loan 'entrance interview' counseling and the Master Promissory Note) before loan proceeds can be credited to their student accounts.
- Federal parent [PLUS] loans and private educational loans must be certified by the FAO, to assure that borrowing does not exceed federal regulatory limitations.
- The FAO carefully monitors Wooster's cohort loan default rate reported annually by the National Student Loan Data System. A summary of these recent default rates is appended. In the semester before Federal Direct Student Loan borrowers graduate, the FAO sends each a letter reporting their indebtedness throughout their Wooster career. A sample letter is appended.
- If a Federal Direct Student Loan borrower withdraws before graduation, the FAO sends an 'exit counseling' letter reminding the borrower of the rights and responsibilities pertaining to this debt. A sample is appended.
- The FAO encourages students to discuss every issue of borrowing and repayment with us.

David Miller
Director
February 2012

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c. The institution maintains timely and accurate transcript and records services.	We need an update on plan to remedy this after the APEX move is complete
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Core Components

3A: The institution's degree programs are appropriate for higher education.

1: Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.	
<ul style="list-style-type: none"> • The College of Wooster has a formalized mechanism for reviewing departmental and programmatic curricula to determine whether the courses and programs are appropriate to the standards established by the discipline, and in line with the mission and goals of the institution. <ul style="list-style-type: none"> ○ Each department or program is required to complete an evaluation every ten years. This evaluation includes a self-study by the department or program, in which departments identify learning goals for their students and their success in achieving them. ○ These self-evaluations examine the structure of the curriculum, and align this structure to the mission of the college. ○ Departments additionally 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 the Provost and the Educational Policy Committee. ○ Following the review, departments/programs develop an action plan. ○ One year later, departments/programs are required to submit a progress report outlining progress made on the action plan. ○ The Educational Policy Committee has the final responsibility to approve new courses and curriculum changes. Most changes are then voted on by the entire faculty at monthly meetings. They do this using a course description as well as a syllabus. EPC is a campus-wide body and is in a unique position to understand institutional expectations and the levels of performance expected by students. 	Supporting Analyses, Data, Documents <ul style="list-style-type: none"> • 10 year Curricular Review • Curricular Review Documents • Academic Standards Committee • EPC Minutes EPC Wiki 2011-2012 • Departmental Assessments of Independent Study • Student Presentations at Conferences Student Travel Overview 2010

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

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

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<ul style="list-style-type: none"> • Approximately 10 years ago, The College of Wooster developed a philosophy of education that is captured in <i>A Wooster Education</i>. This document outlines our philosophy of a liberal arts education, a rationale of our educational themes “from FYS to I.S.,” and the degree requirements for a Bachelor of Arts. Important within is 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. • The College of Wooster has a Mission Statement grounded in our Core Values. • Using both the Mission Statement and our Core Values as a springboard, the College has outlined six topical areas that constitute its Graduate Qualities. The College’s aspiration is that each graduate shows proficiency in these six, broad categories, recognizing that there will be diversity in the paths students take toward achieving these Graduate Qualities. • These six Graduate Qualities parallel in spirit the AAC&U’s LEAP four Essential Learning Outcomes and their seven Principles of Excellence but they are tailored to Wooster’s mission. This was assured through a long process of development in consultation with current students, faculty, staff, and alumni. 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • 10 Year Curricular Review Documents • AAC&U LEAP (Liberal Education and America’s Promise) Recommendations <ul style="list-style-type: none"> ▪ Essential Learning Outcomes ▪ Principles of Excellence • Assessment Documents on General Education (Educational Assessment Wiki) • <i>A Wooster Education</i> • Graduate Qualities and Strategic Priorities in the Academic Program
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<p>2: The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p>	
<ul style="list-style-type: none"> • <i>A Wooster Education</i> outlines the liberal arts educational philosophies in existence at the College. Each department’s degree requirements and eventual course syllabi learning outcomes are grounded in that document, which outlines in detail the holistic degree requirements of the entire College. • The institution’s Strategic Priorities provide targeted goals, as the College works to correlate its six, overarching Graduate Qualities to individualized department learning outcomes and then to the multitude of individual course learning outcomes. • 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 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. • Syllabi for all courses presently taught at the College are not kept on file in Academic Affairs. However, in accordance with College policy, faculty initiating new courses at the College are required to submit a full course proposal along with a completed potential syllabus to the Educational Policy Committee (EPC). The EPC reviews the documents and recommends new course initiatives to the Faculty. 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • <i>A Wooster Education</i> • Course Syllabi • Advising Booklets: • Faculty Advising Booklet • Faculty Advisors 2011-12 • Faculty Handbook, Section 2 • Student Planning Sheets • Advising Center (EPAC) Resources (to be renamed APEX) • Campus Resource Guide • Educational Planning Guide • Graduate Qualities and Strategic Priorities in the Academic Program • The College of Wooster Catalogue • Educational Planning and

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<ul style="list-style-type: none"> • 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 syllabi for all courses taught to the Office of the Provost as part of the tenure review process. • Finally, it is highly recommended that syllabi for each course at the College contain a list of intended learning outcomes / course objectives. • As part of their role at the College, Faculty are integral to holistic academic 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 it also outlines faculty areas of responsibility during 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 Educational Planning and Advising Center (EPAC)’s Resource Guide. (EPAC is currently in the process of its renaming to APEX.) 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 the EPAC (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. 	
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<p>3: Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.</p>	
<ul style="list-style-type: none"> • The College’s Graduate Qualities are reflected in the various degree requirements, and -- depending on a student’s path --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 four tiered approach to engaging students in this manner; this approach was outlined in a talk delivered by President Cornwell at the 2012 AAC&U President’s Forum. <ul style="list-style-type: none"> ○ Our approach begins with early engagement/introduction to research and critical inquiry during a student’s initial year at Wooster. Also in this initial year, students are subjected to purposeful faculty mentoring and the development of their writing skills during First-Year Seminar. ○ The second tier is specifically for Sophomore Research, which subsequently provides an avenue or analog for Junior Independent Study. ○ In the Junior year a one-semester course that focuses upon the research skills, methodology, and theoretical framework necessary for Senior Independent Study is required. The structure of 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • 10-Year Curricular Reviews; Alumni Surveys • Curricular Review Documents • The College of Wooster Career services Webpage • Annapolis Group Comparative Alumni Research Project • First-Year Seminar Assessment Data • I.S. Assessment Data • I.S. Handbooks (Departmental) • Research Practices Survey • AAC&U Presentation (GHC) 2012

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<p>this course depends upon the discipline and includes a variety of pedagogical formats, such as one-on-one mentoring experiences, small seminars, and labs.</p> <ul style="list-style-type: none"> ○ 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. ● No matter what their major, all students at the college have the opportunity to follow this trajectory, although departments handle the skills learned during the junior year very differently. ● Assessment data indicate our success from “FYS to I.S.” <ul style="list-style-type: none"> ○ First-Year Seminar Assessment Data show varying degrees of positive effectiveness in two categories pertinent to this criterion: (1) helping the students develop writing skills, and (2) helping the students develop their own ideas and challenging the students to evaluate those ideas and the ideas of others carefully and critically. ○ As a member of the Annapolis Group, Wooster compared itself with members of the Group, other private universities, top 50 public universities and a group of flagship public universities. The Annapolis Group Comparative Alumni Research Project gauged the perception of alumni toward their undergraduate education. Annapolis Group members generally rated higher in (1) satisfaction with the overall quality of their education, (2) percentage of alumni who participated with faculty-directed research or independent study, and (3) better preparation for life after college, and (4) learning to write effectively. ○ When Wooster is specifically compared to its Annapolis Group counterparts, we are comparable to our peers with respect to the overall undergraduate experience, our preparation for career change or advancement, and our alumni learning to write and speak effectively. ○ We exceed the Annapolis Group with respect to the overall education received, the amount of student-faculty conversations outside of class, and -- of course -- the Wooster student’s participation in faculty research or independent study. 	
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4: The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.	
<ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● “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 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> ● AAC&U’s Shared Futures Project ● <i>A Wooster Education</i> ● Center for Diversity and Global Engagement ● Graduate Qualities and Strategic Priorities in the Academic Program (June 2010) ● Graduate Qualities List

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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 Living and Experiences Program (CCLEP), this discourse can be in a number of languages, focusing on many different cultures.
- One of the College’s four, primary Strategic Priorities and Goals in Academic Affairs is Global Education, which emphasizes our desire to continue:
 - language proficiency of our students
 - heightened cultural awareness for our students
 - programs of off-campus study (OCS) -- whether they are short term course trips / field work or semester long study abroad programs
 - The College has also increased the number of Wooster-In programs it offers which provides participating faculty and students the opportunity to explore and study different areas of the world. Wooster-In programs were reviewed in 2011-2012 and this year (2012-2013) they are being asked to develop a sustainable business model with clear educational goals.
- Due to this Strategic Priority, 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 AAC&U’s 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.
 - This links College programming to AAC&U’s Essential Learning Outcomes of “Knowledge of Human Cultures and the Physical and Natural World” and “Personal and Social Responsibility”.
- 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 -- whether that diversity is historical, cultural, political, religious, or physical.
- Degree Requirements (Bachelor of Arts) mandate student enrollment in courses in a Foreign Language (unless the student can test out of the course), Cultural Difference, Religious Perspectives, and Learning across the Disciplines.
- Forum events and speakers are chosen to provide diverse perspectives on the theme for any given year.
- The College of Wooster’s program of Independent Study (I.S.), our culminating capstone requirement, provides students with a vehicle for travel to and research in diverse global communities.

- HEDS Data (Higher Education Data Sharing Alumni Survey; 2010)
- HERI Data (Higher Education Research Institute Faculty Survey; 2007-8)
- NSSE Data (National Survey of Student Engagement Survey; 2009)
- The College of Wooster Catalogue
- The College of Wooster Mission Statement
- <https://wiki.wooster.edu/download/attachments/45712117/Hales+Fund+Reflections+12-28-11.pdf?version=1&modificationDate=1336574190537>

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<ul style="list-style-type: none"> • NSSE Data (2009) provides a gauge for the College’s Strategic Priority of Global Education. The percent of students who have done foreign language study is equal to other Undergraduate Research Colleges (URC), but exceeds colleges in Wooster’s Carnegie Classification (CCC) and Public Honors Colleges (PHC). Although Wooster (48%) lags behind other URC (55%) with respect to the percent of students studying abroad, we exceed institutions such as the CCC (40%) and PHC (21%). • HEDS Data (2010) indicates that the majority of Wooster alumni (66.3%; classes of 1999, 2004, 2007) felt that their undergraduate experience prepared them for Social and Civic Involvement, with voluntary participation in educational, service, youth, political, and religious realms ranking highest. • HERI Data (2007-8) of Faculty underscore Wooster’s commitment to Global Education. Wooster Faculty scored high in several areas that promote diversity issues or global engagement on campus: 95.6% believe a racially / ethnically diverse student body enhances the educational experience of all students; 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 more strongly reflected in the curriculum. • The Hales Group was set up to encourage faculty members to incorporate a more global perspective into our teaching. More than 70 faculty have participated in the program. • 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.” 	
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<p>5: The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.</p>	
<ul style="list-style-type: none"> • 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 Planning 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 wherein achievement in research and 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • AMRE Assessment of Research Programs • Criterion of Evaluation for Faculty • Faculty Achievements Website • Faculty Annual Reports and Vitae • Faculty Focus (biennial; for faculty publications) • Graduate Qualities and Strategic

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scholarship is paramount. Faculty must be actively engaged scholars, as evident in the Criterion of Evaluation for Faculty; students must contribute to new knowledge 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 vitae to the Office of the Provost. Taken together, these two documents should contain all completed, ongoing, and new research and scholarship 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 just receiving tenure for a period of the previous 5 years.
 - Finally, the Office of the Dean for Faculty Development publishes the Faculty Focus, a biennial document that highlights the research and scholarship of the Wooster Faculty. The 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, undergraduate, student research, the College also documents 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", found online at <http://wooster.edu/Independent-Study/Search-the-IS-Database>. Beginning this year, the actual documents will be available at <http://drc.wooster.edu/handle/2374.COLLW/15>.
 - Each April, the Senior Research Symposium celebrates the I.S. accomplishments of the senior class. For an entire day, senior students present their I.S. research as oral, digital, poster, or visual art presentations to the greater campus community.
 - However, 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 AMRE and 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 SURE III Survey, a collaborative project funded by HHMI, both quantitatively and qualitatively documents the academic success of the program.

Priorities in the Academic Program

- HERI Faculty Constructs 2010 Data
 - HERI Faculty Profile 2010
 - HERI Faculty Themes 2010
 - On Purpose: Our Strategic Framework (version 6.0, September 2010)
 - Student Participation in:
 - AMRE
 - HHMI
 - I.S. Symposium
- Sophomore Research (Academic Affairs Research Wiki)

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| <ul style="list-style-type: none"> ○ See also lists of student publications and conference presentation under Criterion 4. | |
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3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

1: The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty (oversight of the curriculum and expectations for student performance; establishment of academic credentials for institutional staff; involvement in assessment of student learning, etc).
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| <ul style="list-style-type: none"> ● <i>Background Information</i> <ul style="list-style-type: none"> ○ The student/faculty ratio is 11.2/1 ○ 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 on other portions of their work, including committee service and assessment. ○ Since that time we have more carefully monitored faculty workloads with an eye toward ensuring that we have the proper number of faculty given our mission. We monitor HERI data on faculty work, faculty willingness to serve on committees, and internal workload calculations. ○ We have increased our faculty presence in oversight of curriculum and expectations in a number of ways. First, we divided our 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. 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 or 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 replaced fully. ● <i>HERI data:</i> The HERI 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. Similarly, our faculty comparable to those at other institutions in time allocated to 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). ● <i>Preferences for Committee Service:</i> Annually our Committee on Committees administers elections for faculty committees and appoints faculty to our committees. The committee regularly reviews the | Supporting Analyses, Data, Documents <ul style="list-style-type: none"> ● Committee on Committees Preference Sheets ● HERI data ● Workload data ● Faculty “numbers” data |
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<p>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 what committees they are willing to serve on, and the makes recommendations of appointments. While committee service is expected of each faculty member, faculty do have the option of choosing not to serve.</p> <ul style="list-style-type: none"> • Analysis of the committee preference sheets shows that annually we have more faculty 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, we had fewer faculty than in the past in the natural sciences indicate a willingness to run for election to the major committees. This may be indicative of broader workload issues, to be discussed below. • <i>Faculty Workload:</i> The Dean for Faculty Development analyzed each year the teaching load credit of each faculty member for purposed 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 a 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). 	
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2: All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.	
<ul style="list-style-type: none"> • We have clear processes in place for verifying faculty credentials. <ul style="list-style-type: none"> ○ 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. ○ Finally, our faculty hiring documents require that department chairs hire faculty with <i>at least</i> a degree level beyond the B.A. The only exception to this requirement is for highly specialized, non-academic fields such as physical education skills courses. 	<p>Supporting Analyses, Data, Documents Transcript Analysis Form: Procedures for Verifying Faculty Qualifications</p> <p>Form: Faculty Search Procedures (involving reference checking and procedures for search committee)</p>

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

- Instructors are evaluated on a regular basis, following procedures outlined in our *Statute of Instruction* and our faculty handbook.
 - Every faculty member is required to submit two sets of student course evaluations annually (adjunct members of the faculty are required to submit all evaluations).
 - The Teaching Staff and Tenure Committee (TS&T), including the Provost and the Dean for Faculty Development review all teaching evaluations annually.
 - Additionally, each faculty member is required to submit an annual 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. This process is currently changing to a biennial review.
 - 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.
 - Continuing faculty a 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 TS&T, a review of teaching evaluations, a review of 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.
 - All faculty are reviewed annually (at present) for purposes of salary merit. For this review, chairpersons and the TS&T committee review course evaluations, annual reports, and curriculum vitae. Faculty 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.
- We have various procedures to ensure that faculty evaluation criteria are understood.
 - First, all procedures and criteria are outlined in the Faculty Handbook.
 - Additionally, the TS&T committee meets annually with all faculty under review to outline the procedures, and the Provost meets with faculty and their chairpersons undergoing review during the year of their review.

Supporting Analyses, Data, Documents
 Annual Reports and C.V.s
 Transcript analysis
 Merit review for faculty
 Benefit program
 Criteria of Evaluation
 Conference committee survey on academic structure
 HERI data

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<ul style="list-style-type: none"> ○ Finally, the Dean for Faculty Development meets individually with all pre-tenure faculty to discuss the process of review. ○ Despite these efforts, there may be room to improve transparency. In the most recent 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. 	
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<p>3C4: The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p>	
<ul style="list-style-type: none"> ● The office of Academic affairs maintains a number of funds to provide on-going professional development for faculty. Given our emphasis on mentored undergraduate research, we believe that faculty need to be well supported in their research efforts. Compared to our GLCA colleagues we support research and curricular development reasonably well (see comparison to GLCA schools). <ul style="list-style-type: none"> ○ Faculty Travel Benefit: This fund guarantees one conference per faculty member annually. If the faculty member is presenting a paper, they receive greater 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 established last year 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 fund awards about \$40,000 total in grants. ○ 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. These are far more competitive. ○ Faculty Research and Study Leave: The College of Wooster maintains a very generous but competitive 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). 	<p>Supporting Analyses, Data, Documents Annual Reports and C.V.s Criteria of Evaluation Conference committee survey on academic structure HERI data GLCA comparison:faculty development support</p>

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<p>Eligibility is outlined in the <i>Statute of Instruction</i>.</p> <ul style="list-style-type: none"> • The HERI surveys indicate that Faculty take good advantage of the professional development funds, and they feel well supported. The table below indicates the percentage of faculty who responded that they made use of professional development opportunities, as compared with faculty at other institutions. <ul style="list-style-type: none"> ○ Additionally, 78.8% of faculty stated that there is adequate support for faculty development, compared with 64.8% at comparison institutions. 	
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5: Instructors are accessible for student inquiry.	
<ul style="list-style-type: none"> • 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 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 (HERI data). • Additionally, student evaluations of courses ask students to comment on the availability of faculty. There are no on-going issues with accessibility. • The 2010 HEDS alumni survey indicates that 100% of our alumni were either satisfied or very satisfied with their contact with faculty. 	<p>Supporting Analyses, Data, Documents NSSE data HERI data HEDS data</p>

6: Staff members providing student support services, such as tutoring, financial aid advising, academic advising, are appropriately qualified, trained, and supported in their professional development.	
<ul style="list-style-type: none"> • The College of Wooster has published policies and procedures for all staff. <ul style="list-style-type: none"> ○ Our process and procedures to accurately generate a list of the qualifications needed to fill an open position and our procedure to verify that applicants actually meet those qualifications are on the Human Resources web pages. ○ In addition, we supply in hard copy additional materials, including <i>Interview Guide for Supervisors</i>, that includes information on verifying qualifications. ○ The hiring department must create a new (or update an existing) job description at the start of the hiring process. ○ A list of qualifications in an integral part of each job description. 	<p>Supporting Analyses, Data, Documents Job descriptions for all positions <i>Human Resources Handbook of Benefits, Policies, and Procedures for Support Staff and Administrative Staff</i> (2011) Human Resources Web pages Hiring department conducts verification of qualifications at time of hire – <i>Interview Guide for Supervisors</i> is provided by Human Resources Staff salary survey benchmarking jobs and salaries across institutions conducted in</p>

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<ul style="list-style-type: none"> ○ These qualifications are made part of the job advertisement. ○ At a Faculty and Staff Community Meeting attendees were asked to discuss what kind of professional development the College provided for them. Secondly, the groups were to consider what other kinds of support they would like to have. Discussion focused on the following points: Each department has a different set of resources and these resources are used in different ways. The definition of professional development, and therefore what is provided, varies widely on campus. It is important to remember that there could be different needs or areas of emphasis depending on the department or staff. New Employee Orientation would be greatly appreciated. Each member of the discussion group had different experiences with this when they joined the College. It was noted that HR is trying to bring this project back. The group considered the merits of having one large pot of money for the entire campus vs. budget lines for each department. The group was concerned with the competitiveness that could result from one large pot. The loudest complainers may get the resources rather than those that need it most. Perhaps each department should have a minimum amount that the department head is responsible for managing in addition to a campus wide fund that could support unique needs or one-time trainings that would not be covered by an annual line item. There was a suggestion for “campus” to develop the staff they have to assume new roles that become available instead of looking off campus. Promote from within. What kind of on-campus opportunities already exist that could be very cost effective (i.e., IT trainings)? Several people expressed interest in a leadership/management training program for people as they take on new responsibilities (i.e., Supervisor training). The new Leadership Academy will help address this issue. The senior leadership needs to make this a priority if the rest of campus is going to follow suit. It was clear from this discussion that there exists some confusion about the processes that apply to staff and the resources that are available to staff and these issues need to be addressed. 	<p>2011 Leadership Academy document</p>
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3D: The institution provides support for student learning and effective teaching.

<p>1: The institution provides student support services suited to the needs of its student populations.</p>	
<ul style="list-style-type: none"> ● Any students who are deemed at risk either academically or personally may be referred to First Watch, a program that consists of 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. ● POSSE: We are in our fifth year of sponsoring POSSE Scholars out of Atlanta. The POSSE Foundation identifies public 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 	<p>Supporting Analyses, Data, Documents Retention Rates ARCH Booklets “Resources” Booklets OCS Surveys of Students ASQ Students Analysis of Grades and Retention of Entering Students</p>

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<p>supportive, multi-cultural teams (Posses) of ten students. The Foundations' partner institutions offer 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. 88% of the next four admitted classes remain in the program. (The retention rate per class ranges from 78% to 100%.)</p> <ul style="list-style-type: none"> ○ There appear to be some tensions both within and outside the campus community. There is a feeling that more needs to be done to both better educate the campus about the program and its goals and also to help 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 costs have risen every year. ● Career Services: HEDS data indicates decreased satisfaction with career services from 1999 to 2004, while our peers and other institutions either remained static or saw a slight rise in satisfaction with their career services. Our alumni appear to be less satisfied with career services than our peers. ● Financial Services: HEDS data indicates a minimal decrease in satisfaction with financial services from 1999 to 2004, while our peers and other institutions saw a slight decrease in satisfaction with their financial services. Our alumni appear to be more satisfied with financial services than our peers. ● 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). 	<p>Assessment Plans of Academic Affairs Support Divisions NESSE 2009 Survey Results HEDS Senior Survey 2011</p> <p>First Watch- Waiting on Data yet from Kurt's Office POSSE</p>
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<p>2: The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for placing entering students in courses and programs for which the students are adequately prepared.</p>	
<ul style="list-style-type: none"> ● Wooster has a variety of tools it uses to help place entering students in the appropriate level in our courses. <ul style="list-style-type: none"> ○ Students take placement exams in one or more subjects [Math, Biology and Chemistry] prior to the 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 advisors and the ARCH staff. ○ Scores on the ACT/SAT 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. 	<p>Supporting Analyses, Data, Documents Peer Tutoring Program Learning Center Program Math Center program Writing Center User Services and Informational Technologies Students with Disabilities: Policies & Procedures Handbook HEDS Senior Survey 2010 NESSE Student Survey 2009 HERI 2010-11</p>

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- Each department has in place any 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 suggest courses for first year students.
- The advising process also requires students to meet 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 process 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.
- Over the summer of 2012, the College moved a number of resources to help students into one easily accessible location at the heart of the campus in the Gault Library. The Educational Planning and Advising Center, the Learning Center, the Lilly Project, the Experiential Learning Program, and Career Services will all be located in the same area. This should enhance student's ability to more easily obtain

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the appropriate services in one place and aid in providing a holistic approach to addressing many of their needs.	
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3: The institution provides academic advising suited to its programs and the needs of its students.	
<ul style="list-style-type: none"> • 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. • As a focus of the College’s Strategic Initiatives, the institution continues to work on integrating the four centers of advising (the Educational Planning and Advising Center, the Lily Program, the Learning Center, and the Career Center) to create a comprehensive, four-year, developmental approach to student-driven and intentional educational planning. <ul style="list-style-type: none"> ○ This developmental advising process begins at Wooster during the student’s first summer through an ARCH advising team [program added in 2010]. 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 will serve 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. ○ In 2011, the Advising Center was renamed the Advising, Planning, and Experiential Learning center (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 those entering students, and serves in that capacity for three years. These steps were taken to help strengthen advising during the first-year and sophomore years. ○ A new requirement is that all incoming students have to create and maintain e-portfolio (see criteria four). 	<p>Supporting Analyses, Data, Documents</p> <p>ARCH booklets</p> <p>“Advising at Wooster” (On the Website)</p> <p>“Resources” Document</p> <p>Educational Planning and Advising Booklet</p> <p>Faculty Handbook- Chapter 2</p> <p>Departmental Handbooks</p> <p style="padding-left: 40px;">Exit Interviews of Students</p> <p style="padding-left: 40px;">FYS and New Faculty Orientation</p> <p>Workshops on Advising</p> <p style="padding-left: 40px;">Educational Planning and Advising</p> <p>Center</p> <p style="padding-left: 40px;">Lily Project</p> <p style="padding-left: 40px;">Learning Center</p> <p style="padding-left: 40px;">Career Center</p> <p>Advising Task Force final Report</p> <p>(2009)</p> <p>Retention Rate data & history</p> <p>Evaluations of faculty advisors</p> <p>First Watch</p> <p>HERI, HEDS, & NESSE</p>

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<ul style="list-style-type: none"> • The HEDS 2010 alumni survey would appear to show 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 went up significantly from the Class of 1999 to the Class of 2004. 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 significantly. Teagle Capstone Peers scores appeared static during that same period. This data would appear to indicate that Wooster is ahead of most of our peers in the perceived quality and level of advising that our undergraduates receive. • Strategic Initiative 2. Student Educational Planning & Advising: We will continue our efforts to create a comprehensive advising program, uniquely Wooster’s, which both encourages students to develop a clear sense of purpose in their educational programs and builds upon the strong student-faculty and student-staff relationships that occur at Wooster. <ul style="list-style-type: none"> ○ Through this initiative, we will thus continue the integration of our four centers of advising (APEX, the Lilly Program, the Learning Center, and the Career Center) to create a comprehensive, four-year, developmental approach to student-driven and intentional educational planning. This program will integrate several aspects of our students’ lives, including advising on the academic program, engagement in co-curricular activities, vocational development, and the exploration of career opportunities. 	
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4: The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (e.g., technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).	
<ul style="list-style-type: none"> • The College of Wooster is currently in the process of developing the next Campus Master Plan for the Institution, which should be in place by 2013. • Over the course of the past ten years, a variety of renovations and additions have been made on campus. <ul style="list-style-type: none"> ○ 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, 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, all wired for state-of-the-art teaching technology. ○ 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 	Supporting Analyses, Data, Documents Master Planning Process Facilities Audit Museum Brochure on Using Museum for Teaching American Chemical Society Certification Computer Replacement Program HERI Faculty Survey 2010-11; 2007 HEDS Alumni Survey 2010

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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 high-end computers.

- The new 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.
- Our alumni data indicates a slight decrease in satisfaction with library resources from 1999 to 2004, while our peers had some decreases and other institutions saw a slight rise in satisfaction with their library resources. Our alumni appear to be much more satisfied with library resources than our peers or other institutions.
- **Strategic Objective #1: To fulfill our educational purpose with distinction.** Continue to develop educational practices designed to substantiate and advance our claim to be the nation’s premier undergraduate college for mentored student research. We will build and launch the student research center, creating a distinctive new space in Andrews Library designed to enhance the process of individual and collaborative inquiry through engagement with each other, information resources, and technologies in a creative, supportive, and inspiring environment. Build and launch the Educational Planning and Advising Center, to cultivate a sense of purpose and intentionality in each of our students, give them guidance in developing their plans, and offer them ample opportunity to put their ideas to work in the world through a program of experiential and entrepreneurial learning opportunities. This initiative will also create new space in Andrews and Gault Libraries that will enable us to bring together our programs in academic advising, career planning, vocational discernment, and entrepreneurship, thus creating collaborative synergy in fostering an ethic of purposeful planning in our students.
- **Strategic Objective #3: To sustain our momentum by developing a sustainable culture of planning** Through our Strategic Framework we intend to assess, revise, and refresh our planning efforts continuously. This year’s strategic planning work will include the following. We will: Assess, revise, and ratify the Campus Facilities Master Plan for Wooster.
 - Mateer Hall The College of Wooster has begun exploring options for renovating or replacing Mateer Hall, the primary biology and neuroscience building on campus, citing space concerns

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<p>and a desire to incorporate more modern teaching methods. Like Mateer itself, the desire to renovate or replace the building is not new. It was built before the rise of the biochemistry and molecular biology (BCMB) department, which swelled the number of faculty and students in the building and required different labs and equipment. Mateer was “built for a different era and different ways of teaching ... [BCMB is] interdisciplinary and collaborative, but the facilities we have get in the way of that,” said Fraga. The classroom designs also make it difficult to work in small groups, which has become more popular in the science departments in recent years.</p>	
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5: The institution provides to students guidance in the effective use of research and information resources.	
<ul style="list-style-type: none"> • A variety of resources are available to students to provide guidance in effectively using research and information resources. <ul style="list-style-type: none"> ○ 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 results indication that 63.6% of faculty involve Wooster students in their research and that 87.9% 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. <ul style="list-style-type: none"> ▪ 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. Staff are able to work individually with students or develop workshops or webpages for faculty members’ courses to discuss and review appropriate research strategies and library resources. Individualized research consultations with librarians in their areas of expertise are available, by appointment, to all College of Wooster students, faculty, and staff. Whether you are just starting your First-Year Seminar project, are working on your IS, or are just having difficulty locating relevant material, the librarian will be happy to plan a meeting with you for up to an hour, to discuss and review appropriate research strategies and library resources. 	<p>Supporting Analyses, Data, Documents IT Student Staff, ARC Research Librarians, Writing Center , Learning Center Research Practices Survey HEDS Department Training on Methods NESSE Survey 2009 HERI Faculty Survey 2010-11</p>

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<ul style="list-style-type: none"> ▪ With more students integrating technology into their I.S., Information Technology has put in place a number of support systems. Students are always able to seek help from our Digital Media Assistants in the CoRE and Digital Media Lab in Taylor. For more specialized help students can take advantage of the following: 	
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3E: The institution fulfills the claims it makes for an enriched educational environment.

1: Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.	
<ul style="list-style-type: none"> • Co-curricular programs at The College of Wooster are suited to our mission and contribute to the educational experience 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). • The Athletics Department, the NCAA and 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. • There are a variety of leadership positions available to students on campus, whether a team captain, a student organization officer, section leader in band, or progressive student employee opportunities (ie. Admissions Intern or UG Manager), students have the opportunity to be recognized and promoted in areas where they excel. • There are several student organizations such as Bimolecular Biology Club and REACH (Education Club), that relate directly to academic departments which allow students the opportunity to explore parts of their discipline that they might not get to explore in the classroom as well as to interact with faculty and often with experts in the field of choice creating a network that can be helpful even after graduation. • Also, student organizations allow students to explore a discipline outside of their chosen major, as you do not have to be a major or minor to join these organizations. There are over 120 student organizations and if a student can’t find what they are looking for, it is easy to start a new group. (See http://www.wooster.edu/Student-Life/Student-Activities-and-Organization/Student-Organizations/Student-Organization-Resources) • Summer Research opportunities allow students to connect with faculty and learn research skills and methods and meet other experienced professionals in their given field. • We have lots of programs that fit into the mission and do help to educate/prepare students for life after Wooster. But, we don’t 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 	<ul style="list-style-type: none"> • Supporting Analyses, Data, Documents • NCAA Philosophy Statement: • http://www.woosterathletics.com/information/compliance/coaches • College of Wooster Athletic Department Mission Statement: • http://www.woosterathletics.com/information/mission • About Wooster- Distinctive Spirit: • http://wooster.edu/About-Wooster/spirit • A third of Wooster students perform in at least one musical ensemble, a third compete on a varsity team, and one quarter participate in theatre or dance. In all, there are more than 120 students organizations from which to choose. • Student Organizations: • http://wooster.edu/Student-Life/Student-Activities-and-Organization/Student-Organizations • Over 100+ student organizations • Charters

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<p>mission of the College through assessment documentation.</p> <ul style="list-style-type: none"> We could have student organizations state in their charter how they fit into the mission of the College. 	<ul style="list-style-type: none"> HEDS Survey Data page 30-31: https://wiki.wooster.edu/download/attachments/51643102/2011+Local+Admin+Survey+Monkey+Report.pdf?version=1&modificationDate=1330314853987 Music & The Arts: http://www.wooster.edu/Music-and-the-Arts NSSE Data: Students spend 6-15 hours per week on co-curricular activities COW Mission Statement, CORE Values, Graduate Qualities, Community of Learners: http://www.wooster.edu/About-Wooster/Mission%20Statement
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<p>2: The institution demonstrates any claims it makes about the contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	
<ul style="list-style-type: none"> The College of Wooster supports claims from its mission and Graduate Qualities by creating an enriched educational environment. As a residential, liberal arts College, students are required to live on campus all 4 years which an unique environment that increases the opportunity for student interactions beyond the classroom with fellow students and faculty and staff as well. Wooster is a unique community and every member is expected to participate and engage both on the clock and off or in your area of expertise or not. 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 and off the field. Students identified in surveys that they think independently, ask important questions, research complex issues, solve problems and communicate well. Departments and student organizations at Wooster host a variety of events through the year that expose students to different cultures, allow them to try new things, encourage educational debate and 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> CDGE Vision: GQ: Global Engagement and Respect for Diversity http://www.wooster.edu/Offices-Directories/Center-for-Diversity-and-Global-Engagement/Vision NCAA Philosophy Statement: http://www.woosterathletics.com/information/compliance/coaches College of Wooster Athletic Department Mission Statement: http://www.woosterathletics.com/information/mission About Wooster- Distinctive Spirit: http://wooster.edu/About-Wooster/spirit

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dialogue, and to help students ask difficult and important questions.

- The Center for Diversity and Global Engagement is a great resource for our College.
- There are a variety of Offices which offer support and provide programming for the entire community.
- Many College of Wooster students participate in Off Campus Study (Study Abroad) and there are a few academic programs that require it for completion. This allows many of our students to live and connect in a country and culture different from their own while studying a subject they are passionate about.
- Events like Sophomore Retreat and programs like “Worthy Questions” allow students who choose to participate the opportunity to get to know students who they might not have known otherwise and to get to know them on a different and deeper level. They provide built in time and facilitation for students to reflect on their experience.
- The Lilly Project also provides opportunities for the entire College community to engage in serious vocational exploration, discussion, and reflection. New internships are a means of institutionalizing the commitments begun with the Lilly grant funding.

A third of Wooster students perform in at least one musical ensemble, a third compete on a varsity team, and one quarter participate in theatre or dance. In all, there are more than 120 students organizations from which to choose.

- Student Organizations:
<http://wooster.edu/Student-Life/Student-Activities-and-Organization/Student-Organizations>
Over 100+ student organizations
Charters
- HEDS Survey Data
Indicate the extent to which each capacity was enhanced by your undergraduate experience:
Acquire new skills and knowledge on my own: 66.8% said greatly
41.2 % greatly, 37.4% moderately
- Develop awareness of social problems:
GQ: Civic and Social Responsibility pages 30-31:
<https://wiki.wooster.edu/download/attachments/51643102/2011+Local+Admin+Survey+Monkey+Report.pdf?version=1&modificationDate=1330314853987>
31% 3-5 hours/week on clubs/groups
- Music & The Arts:
Mission: “graduates are creative”
<http://www.wooster.edu/Music-and-the-Arts>
- NSSE Data:
Students spend 6-15 hours per week on co-curricular activities
Enriching Educational Experiences (EEE)

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	<p>Do your students take advantage of complementary learning opportunities? First-Year 34</p> <table style="margin-left: 100px;"> <tr> <td></td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td>Senior 60</td> <td style="text-align: center;">+</td> <td style="text-align: center;">+</td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> <td></td> </tr> </table> <p>Supportive Campus Environment (SCE)</p> <p>Do your students feel the institution is committed to their success? First-Year 67</p> <table style="margin-left: 100px;"> <tr> <td></td> <td style="text-align: center;">+</td> </tr> <tr> <td>Senior 66</td> <td style="text-align: center;">+</td> </tr> <tr> <td></td> <td style="text-align: center;">+</td> </tr> </table> <ul style="list-style-type: none"> • COW Mission Statement, CORE Values, Graduate Qualities, Community of Learners: http://www.wooster.edu/About-Wooster/Mission%20Statement • RELIGIOUS OR SPIRITUAL PURPOSE: Office of Interfaith Campus Ministries Homepage: http://www.wooster.edu/Student-Life/Interfaith-Campus-Ministries “supports and encourages the development of character” • SERVICE LEARNING/COMMUNITY ENGAGEMENT WVN http://www.wooster.edu/Student-Life/Student-Activities-and-Organization/Student-Organizations/Volunteer-Service/Wooster-Volunteer-Network-WVN • WVN Program Houses: Application & Reflection Information http://wooster.edu/Student-Life/Residence-Life/forms 		+	+	Senior 60	+	+		+			+	Senior 66	+		+
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Senior 66	+															
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	<ul style="list-style-type: none">• LILLY HOUSE http://www.wooster.edu/Academics/Student-Academic-Support-Centers/Lilly-Project• COMMUNITY Dining With Students Policy Scot's Key page. 41 and Faculty Handbook Section 6• HEDS Data: 80% of students are satisfied with the sense of community on campus• 4 year live-on requirement 2011-2012 Scot's Key page 46 RESIDENTIAL LIVING POLICY The College provides housing for its students and offers a wide variety of facilities and living options. Students are required to sign the Residence Life and Hospitality Services/Student Dining Agreement which involves obligations as to payments and adherence to regulations. Exceptions to these contracts are made only with the knowledge and consent of the Dean of Students. New students must live in College housing unless they live at home with a parent/ legal guardian or are married. Returning students must also live in College housing unless they are granted an exemption by the Dean of Students or his designee.• Staff Entertainment with Students http://www.wooster.edu/faculty-staff/cwsc/entertainment• Project Pericles "Our participation in Project Pericles will help us better organize and focus our existing
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	<p>civic engagement work at the global, national, and local levels,” said Wooster President Grant H. Cornwell, “as well as inspiring new ideas for curricular and co-curricular initiatives.”</p> <p>http://www.wooster.edu/News-and-Events/News-Releases/2010/March/Wooster-Joins-Project-Pericles</p> <ul style="list-style-type: none">• Sophomore Retreat: http://www.wooster.edu/Academics/Student-Academic-Support-Centers/Advising-Center/sophomoreyear/Sophomore-Retreat• Worthy Questions:
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