

CRITERION 4—4A

TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs.

Our Related Core Values

- Independence of Thought
- Social and Intellectual Responsibility

Our Related Strategic Objectives:

1. We will fulfill our educational purpose with distinction.
- 3: We will sustain our momentum

Assumed Practices: The evidence gathered to date suggests that the College meets all expectations.

1. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)

- Instructors alone are responsible for the assignment of grades. Independent study grades are almost always determined by two faculty members: a first and second reader. In rare cases, departments may have every member of the faculty vote on IS that have been nominated for the grade of “honors.” In cases where first and second readers disagree, a third reader can be brought in or the IS can go to the entire department.
- Student appeal of grade processes always involve faculty: “Appeal of a grade is to the faculty member in the course. If that attempt fails, the appeal is to the Department Chair. Every attempt shall be made to resolve the difference at the departmental level. If that attempt fails, the appeal is to the Dean for Curriculum and Academic Engagement who shall refer the dispute

- Grading policies in Faculty Handbook Section 7B1
- Departmental IS handbooks have individual departmental policies. (Danni is obtaining these)
- Scot’s Key “Channel of Appeals”

<p>to the Committee on Academic Standards which shall have the authority to resolve it.” The Committee on Academic Standards is composed of the Dean of Curriculum and Academic Engagement, the Dean of Students, the Associate Dean of Students, a representative from Enrollment and College Relations, and four faculty members.</p>	
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<p>2. The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.</p>	
<ul style="list-style-type: none"> • Only credits that are acceptable for our general education, major or other approved program requirements are transcribed. 	<ul style="list-style-type: none"> • The policy regarding transfer of credits from and to The College of Wooster is available on the Registrar’s web site at http://www.wooster.edu/Academics/Registrar/Transfer-Credit • <u>Transcript of interview with Suzanne Bates</u>

<p>3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.</p>	
<ul style="list-style-type: none"> • Many of our students do internships. Most of these are through their own initiative, students are not given credits, and the internship is not noted on the transcript by the College. Career Services often helps students locate these internships. • The College has only a minimal number of credited internship opportunities during the regular school year. In those cases where we give internship credits, students work with a faculty supervisor and the student and faculty member negotiate an agreement 	<ul style="list-style-type: none"> • Contract for Service Provided by the College • Internship Application • Internship Agreement • Clinical Placement Agreement with School Districts/Schools (forthcoming) • Adjunct Clinical/Field Supervision Contract Sample • Student Teaching Handbook • Field Handbook • Department of Education clinical placement agreement • WGSS Practica agreement

<p>with the outside organization. The faculty member ensures that there are academic requirements (readings, papers, etc.) in addition to the internship experience. A few departments, e.g. WGSS, have written expectations on practica that outline expectations and agreements</p> <ul style="list-style-type: none"> • During the summer quite a few students complete internships through AMRE, Entrepreneurship, and Lilly. When these are paid (as most of these are), the College uses a formal agreement with the outside agency. When they are unpaid, students create a plan with the agency and they are supervised both by the agency and by a faculty member. AMRE students do not receive Wooster academic credits, Lilly students receive .25 credits, and Entrepreneurship students who work directly with faculty members generally receive credit. • The Department of Education places students in clinical placements for both field and student teaching. Formal agreements exist with each associated school district or individual school as well as directly with the mentor/teacher. The college assigns a faculty member to provide formal supervision for each clinical placement whereby the student is observed in the clinical placement on a weekly basis for the duration of the experience. 	
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<p>4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.</p>	
<ul style="list-style-type: none"> • The College is not a single-purpose institution. 	<ul style="list-style-type: none"> •

5. Instructors communicate course requirements to students through syllabi.

- The faculty handbook stipulates that instructors must provide syllabi for their classes and they are not allowed to add requirements after the syllabus has been handed out to the class. The faculty handbook gives a list of important elements to include on a syllabus.

- Faculty Handbook Section 7B1

6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.

- All institutional data include all students.
- All departments include all students in the major. This, however, is done on the honor system. Most departments include all faculty members in collection and analysis of data so it would be difficult to exclude data. The AC also does look at response rates.
- Both direct and indirect measures are required within each assessment plan to assure that the most accurate “picture” of each department is determined.
- Student Life and Academic Affairs offices also conduct annual assessment of student learning goals. These offices try to include all students who receive their services but again, this is conducted on the honor system.

- Departmental assessment plans
- Institutional surveys (RPS etc.)
- Academic Affairs and Student Life assessment plans

7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

- All institutional data on retention, persistence and completion include all students in accord with the U.S

- IPEDS data
- Exit interviews conducted with students who

Department of Education's definitions for IPEDS Enrollment and Graduation Rates Reporting surveys.

withdraw (TORQ data—Termination of Registration Questionnaire)

Working Outline

Core Components

<p>1 The institution maintains a practice of regular program reviews.</p> <ul style="list-style-type: none">▪ Each of the academic departments and programs are required to complete a ten –year curricular review. EPC has developed guidelines that are updated each year. The review includes a planning document that encompasses the department/program goals as well as its plan for assessment. Additionally, the courses offered in the department/program are reviewed for continued suitability. Often departments conduct a survey of graduates as an indirect measure of their success in meeting learning goals over time. The review process also includes the use of external reviewers to provide further evaluation of the department/program in relation to standard practice nationally. Finally, departments are required to develop an action plan and prepare a follow-up report 12-18 months after the completion of the review. Several co-curricular programs (Center for Diversity and Global Engagement, Lilly, and Center for Entrepreneurship) also undergo extensive reviews that include assessment of student learning and development.• During the 2006-07 academic year, each department and program developed an initial plan for assessing its curriculum on an annual basis. These plans include the departmental/program learning goals as well as measures by which to assess these goals. The plans also include a feedback loop for assessing progress and/or success in attaining these learning goals. Most department/program plans include all of these	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none">• 10 year curricular reviews of academic departments including the plan, the self-study, the follow-up report (for departments having reviews in the last two years) and all other pertinent documentation.• Annual assessment reports of academic departments and programs to Provost with feedback from the Assessment Committee• Memo outlining Ten Year Review requirement is in the chair’s handbook. http://www.wooster.edu/Academics/Academic-Affairs/Faculty-Resources/Chairs-Resources/Section-4-Curriculum• EPC minutes• Multi-year schedule for departmental reviews showing every department/program and year of last and next review (so this would be about 20 years)• Examples of closing the feedback loop through annual assessment in four science departments. (written by Dean Fraga). Need more here from non-science. Danni is working on it.
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components although there are a few that don't include all of them. The initial plans, as well as the annual assessments, were/are reviewed by the Educational Assessment committee. The committee then provides feedback to the departments/programs on their reports. These materials are maintained by the Educational Assessment Committee. The Provost reads the reports and discusses them orally with departmental chairs when appropriate.

- There are multiple examples of changes departments have made based on annual assessment data. Three science departments, for example, made significant changes to their curricula (see "examples of closing the feedback loop) but, in short, Biology had ten years of longitudinal assessment data on writing performance. They instituted a new system of grading and guiding lab reports and were able to evaluate whether it was effective. Writing proficiency scores went up notably after the new system was instituted. Chemistry revised its introductory courses to include more math based on an assessment test that showed deficiencies in that area. In Geology, student surveys indicated that they did not feel confident about their ability to communicate scientific findings orally. Consequently, the department increased requirements for oral presentations across their curriculum and worked to develop a rubric to measure oral communication skills.

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

- In general, the process for transferring in outside credits is very straightforward. The Registrar determines if the course meets our requirements for transfer and she determines the number of credit hours that Wooster will award (based on the number of course hours). Chairs then evaluate any courses that are to be accepted as either specific general education requirements or as requirements for the major/minor.
- On-line courses are not accepted by Wooster, a policy the website clearly states. We count on students to be honest in cases where their transcript does not list the mode of delivery of the course. Many schools require students to get pre-approval for courses. We do not. This means that sometimes students take a course and are unable to transfer it back to Wooster, occasionally resulting in disappointment. The Registrar and Chairs urge students to get preapproval however. Our policy does allow students who do not remember to get pre-approval for a course to transfer it in.
- The College does not give credit for experiences or prior work students engage in prior to their arrival at Wooster.

Supporting Analyses, Data, Documents

- The policy regarding transfer of credits from and to The College of Wooster is available on the Registrar's web site at <http://www.wooster.edu/Academics/Registrar/Transfer-Credit>
- Interview with Suzanne Bates, transcript on our wiki. <https://wiki.wooster.edu/display/HLCSS1113/Academic+Affairs>

3. The institution has policies that assure the quality of the credit it accepts in transfer.

- At the most basic level, the Registrar ensures that all courses come from accredited institutions. The only exception is that some of the Off-Campus Study programs that Wooster endorses are not accredited (it

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should be noted however that Wooster is a member of the Forum on Study Abroad and subscribes to its standards for programs). Once the Registrar has determined that a course is appropriate to transfer, chairs then evaluate the quality and the course's suitability to be used as either a general education credit or as a departmental credit. It appears that departmental approval policies are very similar to one another. After departments have approved a particular course a number of times and are confident that it meets our requirements, they can ask that the course be automatically approved in the future.

- The College Catalogue clearly explains the various ways students can (and cannot) receive credits at Wooster. Advanced Placement tests (depending on the score earned) can be transferred in as a Wooster credit. The same policy applies to British Advanced-Level Exams, the International Baccalaureate exams, and the Caribbean Advanced Proficiency Exams.

- Interview with Suzanne Bates, transcript on our wiki. <https://wiki.wooster.edu/display/HLCSS1113/Academic+Affairs>
- Examples of departmental policies on wiki.
- College Catalogue
- Forum on Study Abroad information <http://www.forumea.org/standards-index.cfm>

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

- Wooster does not accept dual credit courses or programs for high school students.
- All new courses must go through a review at EPC. Departments must submit (in addition to information about credits etc.) a syllabus with learning goals, course objectives, a link between the course and the departmental program, and a link with general education requirements. Once new courses are approved by EPC, they must be presented to the entire faculty at a faculty meeting. There is no mechanism in place for re-evaluation of existing courses even though courses change over time.
- We ensure that faculty members who are hired are qualified. Our faculty hiring documents require that department chairs hire faculty with *at least* a degree level beyond the B.A. (see assumed practices, criteria 3) The only exception to this requirement is for highly specialized, non-academic fields such as physical education skills courses.

- The policy regarding transfer of credits from and to The College of Wooster is available on the Registrar’s web site at <http://www.wooster.edu/Academics/Registrar/Transfer-Credit>
- Faculty Handbook Section 7, C2. Information on proposing new courses

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

- The college maintains accreditation with the appropriate accrediting bodies relevant to the programs offered at the college. The Education department maintains accreditation of its programs through the National Council for Accreditation of

Supporting Analyses, Data, Documents

- Various departmental accreditation reports (NCATE, ACS, **NASM**)
- Most recent “statements of accreditation status” for each organization

<p>Teacher Education (NCATE)/Council for Accreditation of Educator Preparation (CAEP). The Chemistry department is certified by the American Chemical Society (ACS). The Music department maintains its accreditation with the National Association of Schools of Music (NASM).</p>	
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Working Outline

6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Several methods are utilized to assess the successful preparation of students for advanced study or employment.

- The Baccalaureate Origins of Doctorate Recipients produced by the National Science Foundation is analyzed to determine the college's ranking in relation to other institutions. The College of Wooster ranks 28th 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. Twelve percent of those degrees were in Chemistry, 16 percent in Biology, almost 10 percent in non-science education, 6 percent in Psychology, and almost 5 percent in Political Science. While Wooster did well in all areas, it is particularly notable that we were the 18th largest feeder school to doctorates in the physical sciences.
- Additionally, graduates are tracked by both the Career Services department as well as by some academic departments. The Career Services department conducts an annual survey to gather data regarding the employment or further education of alumni six months after graduation. They produce a report that highlights some aspects of this data. In addition, they retain the complete data for future access if necessary. Career Services tracked the class of 2010 and found that 63 percent were employed, 22 percent were in

Supporting Analyses, Data, Documents

- Baccalaureate origins of doctorate recipients
- Career Services Post Graduate Survey
- Departmental tracking of their majors after graduation
- Evidence of student presentations at professional conferences/meetings and co-authorship of publications. Publications are in faculty focus 2012
- Teach for America press release 2010
- Longitudinal Teach for America data (Ellen will get)
- Longitudinal data on Student Fellowships and Awards (Ellen will get) Rhodes, Watson, Goldwater, NSF graduate Fellowships, Fulbright
- Annapolis Group findings
- Summary of law school admissions/matriculations from 2007-2011
- Summary of medical school admissions

graduate school, 10 percent were seeking employment, and 5 percent were doing internships, volunteer work, or were pursuing non-degree granting continuing education. Career Services data indicates that the most common fields for our graduates are education, nonprofit/human services, environmental, health care and government.

- Most academic departments and programs conduct surveys of their alumni. This is ordinarily done at the ten-year review but some departments may do it at other times as well. A fairly typical example is the Department of Psychology. As part of their ten-year review, they surveyed students who graduated between 2002 and 2011. They found that 71 percent were either currently enrolled in graduate school or had already completed an advanced degree. About 88 percent were currently employed. The department has a list of occupations and graduate programs so that they can better shape the curriculum to the future needs of students. They asked alumni about parts of the curriculum that best prepared them for graduate school and for employment. They also asked about areas in which graduates might have felt underprepared. The Department of Economics and Business Economics surveyed its graduates from 2000 to 2009 and found that 42 percent were either currently in graduate school or had already received a degree. Economics, like Psychology, asked students the areas in which they felt the most prepared and the least. Because departmental surveys are not standardized, it can be difficult for us to make comparisons across departments or draw institutional data from them.

- COW students present their work at professional conferences each year. We do not know the total numbers, but during the 2011/2012 academic year, 37 students from 16 different majors received funding from the student travel fund to attend conferences where they were giving a paper or presenting a poster.
- In 2011/2012 faculty members published 26 articles with student co-authors.
- In 2010, Wooster ranked eighth (tied with 3 other schools) among small schools (3000 students or fewer) in the number of people accepted into Teach for America. Eleven Wooster graduates were accepted into the program. Ellen is getting multi-year data.
- In comparing the data Wooster collects to the findings of the Annapolis Group, we found that 58 percent of Wooster graduates report going on to receive a graduate degree. This compares to 38 percent of the other Annapolis schools and 39 percent of private universities more generally. This is impressive and may suggest that Wooster students are particularly well prepared for graduate school.
- In a similar comparison, we found that 65 percent of graduates thought that their Wooster education gave them a “high” level of preparation for career change or advancement. This compares with 63 percent at other Annapolis schools and considerably lower percentages at other private and public schools.
- In the last five years, 95 Wooster graduates have matriculated as law students. All but four of these alumni graduated from Wooster in the last ten years. Since 2007, our graduates have been accepted to between 45 and 74 different law programs including

many top-tier schools such as Columbia, Cornell, Berkeley, and University of Pennsylvania.

- Sixty one percent of Wooster alums who apply to MD and DO programs are accepted. Of those who apply for MD programs 46 percent are accepted (compared to 43 percent nationally) and 68 percent of our students who apply for DO programs are accepted (compared to only 44 percent nationally).

Working Outline

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

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

GENERAL EDUCATION ASSESSMENT

- The advances Wooster made in assessment between the years of 2002 and 2007 are described in detail in the Focused Visit Report for the Higher Learning Commission (2007). In brief, however, the Assessment Committee (AC) was formed in 2001. This coincided with the adoption of the new College curriculum, *A Wooster Education*. For the first few years, the AC focused on assessing the requirements of the new curriculum.
- Several years into the process, the focus of the College and the Assessment Committee largely shifted to the development of assessment within academic departments and programs. This change in emphasis was made—at least in part-- with the help of the Higher Learning Commission. After a comprehensive assessment program in departments was well established, assessment broadened to educational outcomes in academic services areas and Student Life.
- By 2008, we were ready to shift back to assessment at the institutional level. The Assessment Committee presented a proposal to the Educational Policy Committee to encourage them to start a process of developing a set of learning goals for the College. After a brief respite, EPC led a year-long process developing the College's graduate qualities. In Spring 2011, the

- History of assessment at College of Wooster. Theresa's timeline
- Creation of Director of Educational Assessment Position. Job description
- Annual Assessments for Departments, Ten year reviews
- Commitment to SURE Survey
- Graduate Qualities
- Departmental Mission Statements and Learning Goals
- Use of NSSE data
- Use of RPS data. Paper presented at the HLC
- A Proposal to Adopt Graduate Qualities to Describe "A Wooster Education"
- Evaluation Question DataBank (document on our wiki because the link is faculty password protected)
- 4 standard course evaluations and form developed by task force
- IS and academic advising evaluation forms
- Ford, Nurse, Fitz Gibbon HLC paper
- List of faculty/staff publications in assessment and actual publications (we have the list on the wiki, need to get the actual publications)
- Critical Writing Rubric from 2008
- Critical Writing Assessment Inter-rater Reliability Fall

faculty approved College of Wooster graduate qualities. 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, ARCH. Graduate qualities are becoming part of the common language of the College.

- At the same time, the Writing Advisory Board, the Assessment Committee, and the Educational Policy Committee helped to create a plan for critical writing assessment at the College. They developed a rubric and began testing it in 2008/2009. These trials resulted in inter-reader reliability scores that were too low to be considered valid. Changes were made to the rubric and a more intensive norming session was instituted. A final trial occurred in the summer of 2011. Three faculty members submitted two sets of papers from their first year seminars—one written at the beginning of the semester, the other at the end. Six faculty and staff members came together for a one-day session and used the newly-modified campus critical writing rubric to score the papers. Ultimately inter-rater reliability did not improve. Following this, the AC recommended that the College pilot the CLA as a more effective tool to assess student-writing progress. The first administration of the test was in the 2011/2012 academic year. The response rate was not as high as desired but the College will spend the 2012/2013 year analyzing the data and deciding if it will be useful to continue to administer the test in the future.
- Currently, the Writing Subcommittee of EPC (members of EPC and faculty at large) is working with the new Director of the Writing Program to gather best practices

2008 and Spring 2009

- First Year Seminar: Critical Writing Assessment Plan, September 2009
- Critical Writing Assessment Inter-rater Reliability Second Reading in November 2009 with Spring 2009 Essays Reports on the critical writing assessment project
- Revised Critical Writing Rubric, January 2010
- May 2010 CWA inter-rater reliability report (conducted on FYS papers from Fall 2009)
- Psychology department alumni survey
- AMRE Experiential Learning Assessment Studies
- Documentation on AAC&U Shared Futures program at CoW (who is involved, purpose, interim report?)
- Ohio Learning Network Learning Community Power Point presentation summarizing results
- Ohio Learning Network "Learning Communities Initiative" Final Report
- Evidence of our participation in the creation of the AAC&U VALUE rubric(s)
<http://www.aacu.org/value/CreativeThinking.cfm> and <http://www.aplu.org/document.doc?id=2555>
- EPC Subcommittee's Working Document on Revising FYS description
- Strategic Priorities for the AC (available September 2012)
- HERI supplemental questions
- Bos and Bowen Hewlitt-Mellon report on Quantitative Learning Community.
- Curricular Review Guidelines
- AC Memo to EPC with suggested questions for departmental alumni surveys.

from Princeton, Swarthmore, and Haverford on writing instruction, writing assessment, and Writing Centers. We are not planning on any new assessment initiatives in writing this year because of the reorganization of the Writing Center this year.

- In Fall 2010 two faculty members received a Hewlett-Mellon grant to explore quantitative literacy on campus. Hewlett-Mellon grants at the College are made possible by an endowed fund established in 1983. The William and Flora Hewlett and Andrew W. Mellon Foundations each promised \$100,000 if the College could fundraise \$600,000. This goal was met and Wooster's president was given discretion over how these funds are used--as long as they go toward institutional renewal, particularly faculty and curricular development. The 2010 grant for quantitative literacy allowed for the formation of a faculty learning community. This cross-disciplinary group studied best practices in QL, engaged in experimental pedagogical models, and made a series of recommendations for adapting the Q requirement in the Wooster curriculum. In February 2013, two faculty leaders will be giving a presentation to the faculty about their findings and the College will decide where to go from there.
- In the Spring 2011, the Director of Educational Assessment analyzed FYS syllabi to see if learning goals were listed. She found that, while the percentage dropped somewhat between 2009 and 2010, the majority of Wooster syllabi do contain learning goals (87.5 percent in 2009 vs 71.7 percent in 2010).
- As a second part of the FYS syllabus analysis, the Director of Educational Assessment analyzed whether the learning goals on syllabi were congruent with the

- Nancy Grace's memo re use of Teagle Creative and Critical Thinking rubrics project.
- ARCH parent and student survey data
- EPC's data on whether students meeting liberal arts core
- Memo from OCS to EPC requesting we unendorse particular programs. Fall 2012

stated institutional goals for FYS (as set out in a Wooster Education). The learning goals for FYS state: “Students are expected to develop the abilities, especially the writing skills, that are essential to critical thinking. These abilities include interpreting complex texts, constructing an argument, supporting the argument with evidence, and defending the argument orally. Critical thinking also requires the ability to appreciate and critique multiple perspectives, including one’s own.” The Director of Educational Assessment in conjunction with the Dean for Curriculum and Academic Engagement, identified writing and critical thinking as the central part of these learning goals. In looking at the syllabi, the DEA found that, of those classes that listed learning goals, more than half contained goals that pertained to both writing and critical thinking. While this figure is a strong start, it is not yet high enough and the Dean for Curriculum and Academic Engagement is stressing the importance of FYS learning goals more strongly in the instructor training sessions.

- Many faculty members include learning goals on their syllabi. Some departments require them to do this, others simply encourage it. EPC and the DOAE also encourage faculty members to include learning goals on their syllabi. When a faculty member proposes a new course, they must submit a syllabus to EPC with learning goals listed. Currently, there is no mechanism in place to ensure that faculty who are teaching already-approved courses continue to list learning goals.
- 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 AC hosted a well-attended (over 40 people) brown bag on mapping graduate qualities onto departmental learning goals.

- In February 2012, EPC completed a review to the Liberal Arts Core and determined that students are exceeding the College's minimal requirements established by the Liberal Arts Core.

GRADUATE QUALITIES:

- In the spring of 2012, EPC formed a subcommittee to consider the relationship between FYS and the graduate qualities. While they found that the description of the FYS program is generally compatible with the graduate qualities, they have created a working document with suggestions for minor changes to the language. EPC will discuss this issue in the 2012/2013 year.
- Departments and programs are beginning to link their learning goals and map their curricula to the graduate qualities (e.g., Geology and Philosophy). To expedite this process, starting last year, all departments conducting a ten-year review were required to link their learning goals to the College's mission, curriculum, and graduate qualities. EPC has asked all remaining departments to complete this process during the 2012/2013 school year.
- The Assessment Committee is discussing the assessment of the graduate qualities. During the 2010/2011 academic year, the AC created a list of assessment tools and linked them to the graduate qualities. In 2011/2012, the AC further refined the list

of tools and helped with the administration of the CLA (which measures a number of graduate qualities). This year, they plan to look at the data from the CLA to make a recommendation about whether we want to continue with its administration. This year, the Provost has asked the AC to concentrate on global engagement. The Global Perspectives Inventory is being administered to first years and seniors to measure change in global engagement over time.

- One way we are considering assessment of the graduate qualities is through departmental alumni surveys. Departments now have a set of questions that they are required to ask in their alumni surveys. These questions, selected from the HEDS Alumni Survey by the AC, explicitly ask graduates about how well they felt they were prepared in the graduate qualities. The Psychology Department was one of the departments to pilot these questions.
- 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, GPA data, and NSSE data and found gains on at least six subcomponents of the graduate qualities. The team also developed a draft of an assessment tool 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.
- 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, ARCH. 100 percent of students and parents said that they either “strongly agreed” or “agreed” that ARCH helped them understand the mission and graduate qualities (evidence on file).

- In 2010 we were one of 32 institutions selected by the AAC&U to participate in a project aimed at developing general education programs in global engagement, including attention to scientific literacy (the Shared Futures project). Global engagement is key to our mission and is one of our graduate qualities. As part of this project, two faculty members and a dean attended a summer institute on global engagement. In collaboration with the Center for Diversity and Global Engagement, the Shared Futures team initiated a conversation on the meaning of global engagement across the disciplines and including athletics and student affairs. Five gatherings were held at which participants in the humanities, social sciences, natural sciences, student affairs, and athletics identified how they define global engagement and how they are engaged globally in their work. In total, over 100 faculty and staff participated in these discussions. Team members took notes during these sessions and have compiled the variety of responses. These will be pulled together during the 2012 -2013 academic year to develop a shared definition of global engagement and potential outcome measures.

ONGOING INSTITUTIONAL ASSESSMENT:

- The College participates in a number of national institutional surveys, some regularly and some periodically. Historically, the College has not systematically analyzed and reported on the institutional data that it collects but this is beginning to

change. For example, Wooster has been administering the Research Practices Survey for several years. Results are shared with academic administration, the libraries, and departments. The findings from this survey and the process of sharing the information campus-wide were presented at the 2011 Higher Learning Commission Annual Conference by an administrator, the faculty chair of the assessment committee, and the Director of Educational Assessment. At an Assessment Matters brown bag lunch, faculty from three academic departments also shared the ways in which they were using their departmental findings to make adjustments to their curricula.

- The College now participates in the National Survey of Student Engagement (NSSE) every three years. These data are used for a variety of purposes. For example, NSSE data were used to measure the learning gains of students who complete one or more experiential learning experiences in an assessment of theory-to-practice on campus (see above). Several years ago, NSSE data were also used to show the need for enhanced advising on campus, which has evolved into an inclusive developmental advising program.
- One of the goals for the future is to create a more systematic way for data to be used and shared. As the above examples show, this is already happening, but we need to work toward clarifying roles and creating 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.
- One example of an institutional feedback loop is that in the Fall of 2011, EPC worked with Off-Campus Studies and departments to reduce the number of endorsed

programs. These decisions were made on the basis of assessments of quality, how often the programs were used, and how well the programs related to the College's and departments' missions. In Fall 2012, the College also unendorsed several programs based on assessment data.

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SPECIAL PROJECTS:

- The College has been directly involved in two multi-institutional Teagle Foundation grant-funded projects assessing the goals of a liberal education. The first of these projects, completed in 2009, assessed critical and creative thinking. The team held focus groups to define creative and critical thinking and ultimately produced rubrics to measure them. One of the reported pedagogical outcomes of this project (determined through a survey) was that faculty participants began more intentionally teaching creativity in their courses. At Wooster, Nancy Grace was our institutional liaison to the project. Nancy presented the rubrics and the findings of the study at the AC and she also gave a brown-bag presentation to faculty. There is no evidence in the Assessment Survey conducted in Spring 2012 that the rubrics are in use on campus.
- The second Teagle project was completed in June 2012. It assessed capstones (Independent Study in Wooster's case). There are two reports that resulted: one summarizing the findings for the four schools included in the study (Alleghany, Augustana, Washington and Wooster) and one Wooster-specific report. The reports are based on pre/posttests with IS students and faculty, focus groups with faculty and students, and surveys of

alumni. In general, the study found that Wooster's IS results in significant learning gains in communication skills, research skills, and project management skills. There did not appear to be gains in incorporating multiple perspectives or independent thinking. The report describes elements of a successful IS and makes recommendations for the future. As the report was just made available, it is not yet clear how we will use the results.

- In 2008, a learning community was formed to assess effective use of technology in liberal arts curriculum. This was funded through an Ohio Learning Network innovation grant. Faculty and staff met to discuss different uses of technology in the curriculum and then they tested the use of the Sympodium (a device that allows you to write on power point slides while you are teaching) in four classes. They assessed its use and gave three presentations to our faculty. They also gave a presentation on the project at Georgetown's Teaching, Learning and Innovation Summer Institute.
- The College of Wooster became a partner campus for AAC&U VALUE project in 2008. The VALUE project developed rubrics for assessing 15 essential learning outcomes. The College of Wooster (through the work of Nancy Grace and Theresa Ford) contributed to rubric development of the creative thinking outcome. Theresa Ford also engaged in testing the inter-rater reliability of the rubric.

COURSE-LEVEL ASSESSMENT

- Over the last ten years, The College has worked on the development of course evaluations that accurately evaluate faculty members while also helping them to

improve their teaching. By a faculty vote taken in April 2003, each instructor is required to solicit student evaluations of at least two courses each year (for full-time faculty, part-time faculty can adjust that number depending on how many courses they teach and adjuncts must submit all courses). 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 opt to develop their own form. The Dean of the Faculty encourages instructors to submit original questions to her office for inclusion in an on-line database. All instructors can draw from this databank if they so choose.

- Faculty members are required to turn in their summarized course evaluations to their Chair. As part of this summary, instructors are asked to discuss how they plan to change their courses/teaching in response to the evaluations. The Chair comments on the summarized evaluations and will sometimes make further suggestions. (S)he then sends them to the Provost's Office. Teaching Staff and Tenure use course evaluations as part of the review process for junior faculty. They make suggestions as to how instructors can improve their teaching and—at the time of the instructor's next review—check to be sure that instructors have followed up on those suggestions. Course evaluations are also used to determine merit pay.
- Faculty members are encouraged to assess their work as IS and academic advisors. The College has standardized forms for this but faculty can also develop their own questionnaires.

- During the 2010/2011 academic year, Teaching Matters—a group of faculty who meet to discuss teaching issues--had a seminar about how to use course evaluations to improve teaching.
- When the AC originally formed, one of its goals was to encourage grassroots, faculty-driven assessment. Several examples have emerged in which faculty have used assessment of course learning objectives to make changes to courses. Some of these assessments may trickle up to departmental and institutional assessment practices (e.g. performance-based writing assessment in biology lab courses).
- For the last three summers, the Dean of Faculty Development has led a “faculty college. About fifteen faculty members have attended each session. Central to the faculty college is course development and the use of evaluations and reflection to reframe courses.
- HERI data suggests that COW faculty are more likely than faculty at similar institutions to encourage their students to frequently seek feedback on their academic work (88.8% vs. 72.2% and 71.0%)(p. 16). Such feedback serves as an ongoing form of assessment of student learning and also a means for faculty to provide additional feedback and support to encourage improvement in growth.
- The Dean of Faculty Development ‘s office organizes a Peer Teaching Network to help faculty assess and improve their teaching. The mission of the PTN is to support the development of instructional and pedagogical skills among faculty, and to promote cross-disciplinary networking of faculty members. Peer teachers visit each other’s classes and work together to

<p>improve their teaching.</p> <ul style="list-style-type: none"> • To date, there has been a lack of support for faculty needing to design and carry out an assessment of elements of the curriculum as part of external grant applications. This was outside the Director of Educational Assessment’s purview and there were no other resource people. We hope our new Director of Sponsored Research may be able to develop these skills. • 	
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<p>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</p>	
<ul style="list-style-type: none"> • In 2006, the College began developing a comprehensive program in assessment for academic departments and programs. In the first year, all departments and programs articulated learning goals, and developed an assessment plan to measure goals. In the second year, most departments implemented their plans, and so began an annual cycle of departmental assessment. • Three years after the College began developing a program in assessment for academic departments and programs, Academic Affairs offices and centers were added, and the following year Student Life offices were added. All academic departments and programs, Academic Affairs offices, and Student Life offices have stated learning goals, and most implement assessment plans in an annual cycle. • Several co-curricular programs (Center for Diversity and Global Engagement, Lilly, and Center 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • Departmental Assessments, annual and ten year • External reviews of OCS, Lilly and Entrepreneurship • Annual assessment of student life and academic affairs offices • AMRE report on experiential learning • List of assessment mini-grants and evidence of brown bags—everyone except one person did a brown bag rather than a report. Brown bag list on AC website. • Theresa’s guidelines for AA and SL assessment • Assessment Committee charter. Passed by faculty at March 2, 2009 meeting. Charter in agenda • Annual Assessment reports • Theresa’s survey to dept chairs and key staff members re assessment • HERI Faculty Survey COW Supplemental Questions • OCS Assessment and Action Items List

for Entrepreneurship) have recently also undergone extensive reviews that have included assessment of student learning and development.

- Both curricular and co-curricular areas are supported in their assessment efforts by an Assessment Committee that provides feedback on each annual assessment report and offers mini grants to both faculty and staff for unique assessment projects or professional development in assessment. Both areas are also supported by the College's Director of Educational Assessment (which is a full-time position—albeit recently vacated). The DEA maintains an excellent webpage with current news in assessment and links to disciplinary and institutional resources.
- 60 percent of Academic Affairs Departments submit reports in the first year they were required. This year we have only received 30 percent. This is probably because three AA departments engaged in extensive outside reviews last year and there was a personnel change in one. Two out of nine Student Life offices submitted reports this year. This likely had to do with personnel changes and with difficulty finding the time to do the data collection.
- The Assessment Committee and Teaching Matters sponsor brown bag lunch presentations on specialized areas of assessment. There are also occasional workshops.
- As described above, all academic departments and programs must engage in a ten year curricular review.
- The College has also sponsored an Applied

Mathematics Research Experience (AMRE) project during the summers of 2011 and 2012 to assess experiential learning programs on campus.

- The College has administered the Survey on Undergraduate Research (SURE) for several years to assess its mentored summer undergraduate research program. SURE consists of 44 items, including demographic variables, learning gains, and evaluation of aspects of summer programs. David Lopatto at Grinnell College is the author.
- Hewlett-Mellon proposals (see above for a description of the Hewlett-Mellon fund) must contain assessment.

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SUPPORT:

- **CURRENT STATUS:** Currently the College appears to have reached an assessment plateau, where there is a need for change in order to sustain the College's culture of teaching and learning supported by assessment, and to build upon the achievements of the College's assessment program. There is some evidence that some faculty and staff may be "burning out" on assessment. For example, in response to a question on the HERI Faculty Survey (a Wooster-specific supplemental question), 23 percent of faculty respondents strongly agreed that, "assessment has significantly increased my workload." A further 58 percent agreed somewhat. We also see a decrease in the number of departments turning in annual assessment data. In 2011/2012, eleven academic programs and departments fell into this category while in 2010/2011 the number was only three. Finally,

there were no assessment mini-grant applications in 2011/2012. In 2010/2011 there were seven applications and there were eight in 2009/2010.

- At the same time, there is growing expertise among faculty and staff in specialized areas of assessment on campus. Faculty and staff have published their work in assessment in disciplinary teaching journals, assessment newsletters, and other publications in higher education; have shared their assessment research with colleagues externally at national and regional disciplinary and professional conferences and internally at brown bag lunches; have directed or served on the steering committees of multi-institutional assessment studies; have been awarded grants for their work in assessment; and have served on the College's Assessment Committee.
- Now is a good time to rethink some of our assessment processes. The recent departure of our Educational Assessment Director means we will be rethinking roles and responsibilities before we hire anyone. The growing expertise among faculty and staff in assessment allows us to have many resources from which to draw.

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

- At a departmental level, using assessment findings to improve student learning occurs across campus, but is still done somewhat unevenly. A few departments either do not engage in assessment or have skipped a

Supporting Analyses, Data, Documents

- SURE surveys and report documenting change
- HHMI grants 2008 (successful), 2012(not)
- Advising Task Force Reports

year. A few other departments consistently report that their assessment results show they are accomplishing all of their learning goals and do not need any changes – a validation that all is well or that their assessment methodology needs work. However, most departments use their assessment results to improve their curriculum, pedagogy, assessment, and ultimately student learning (e.g., see changes in pedagogy as a result of performance-based writing assessment in Biology; curricular improvements as a result of curriculum mapping in Theatre & Dance; curricular improvements as a result of trends in student feedback in BCMB; improvement in oral presentations as a result of curricular and pedagogical changes in Chemistry and Geology; curricular changes as a result of Research Practice Survey findings in Sociology & Anthropology).

- Because Academic Affairs and Student Life have begun annual assessment quite recently, there are somewhat fewer examples of programmatic changes to enhance student learning yet. A notable exception is Off Campus Studies which has compiled a list of assessment action items based on their own assessments and those of outside reviews. OCS staff members have already addressed a significant number of the recommendations.
- An excellent example of using assessment findings to improve teaching and learning is John Rudisill's article, "The Transition from Studying Philosophy to Doing Philosophy," in *Teaching Philosophy*, which won the 2012 Lenssen Prize for best article on teaching and learning in philosophy in 2010 and 2011. This article describes how the development of learning goals, and the rubrics for measuring those goals, led the

- Curriculum/program change proposals to EPC (need this)
- EPC-FAC joint meetings; "agreement" to confer. Not formalized, evidence is yearly meetings.
- FYLLP Retention Analysis
- Email chain between Hank and Anne Gates about retention analysis of FYLLP and final decision.
- Evidence of curricular changes in Chem, Geo, BCMB, Theatre/Dance, Soc/Anthro (I will get out of AC website) How not make this look random?
- Position requests from Psychology/Neuroscience (2011/12) and Math (2010/2011 and 2009/2010)
- International Relations Curricular Change Request
- FAC Meeting Minutes 4/7/11 showing EPC/FAC cooperation on budgetary issues
- Chairs Meeting minutes from 2010-11 or fall 2011-12 show reasoning behind elimination of Sophomore Declaration Dinner.

Philosophy Department to adapt their junior independent study seminar. Because they collected data both before and after the curricular changes, the department was able to gauge whether the changes were effective.

- The SURE survey (described above) is used to assess student learning during summer research opportunities. Using the survey the sciences faculty were able to ‘close the loop.’ The data from 2010 indicated that students were below the national average on three measures. Faculty decided to revise the program the following year to address two of them—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.
- The SURE survey data was also used to apply for a new HHMI grant that would have supported student learning. This grant was not successful, but it is now being reformulated and will be submitted to other granting agencies.
- The new advising center was created out of the work of a task force formed in 2009. This task force contacted and, in some cases, visited eight institutions with comprehensive advising centers. The data collected through this process—in combination with a reading of the best practices in the literature—resulted in the creation and form of the new advising center.
- At an institutional level there is a less well-defined feedback loop for educational assessment findings yet there are many examples of assessment findings being

used to drive decision-making. Departments, for example, are increasingly using their assessment findings to justify curricular change requests to EPC (see, for example, International Relation's curricular change request). At this point, however, there is no clear organizational structure for decisions to be made based on assessment findings. One reason for this may be that there is not a formal link between the Assessment Committee and either the Educational Policy Committee or the Financial Advisory Committees. While EPC and FAC have an agreed collaboration and joint meetings, the AC does not have this arrangement with other committees. Such a collaboration could lead to a better system for the use of assessment in budgeting and faculty positions.

- The collaboration between EPC and FAC is an example of where more emphasis on student learning is being put in budgetary decisions. From the joint meeting minutes 4/7/11 "FAC met with EPC for a discussion that focused on the general issue of possible changes in faculty governance to enhance strategic budgeting. Our particular focus was on the topic of how FAC and EPC could collaborate in making sure that decisions regarding academic programs would include attention to both academic quality (EPC's charge) and the allocation or reallocation of resources required (FAC's charge)."
- The First Year Living and Learning Program (FYLLP) 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. Retention data were collected for four

years of the program (2005-2009). In three of the four years, FYLLP participants had somewhat higher rates of retention (between 3 and 10 percent) and in one year FYLLP had very slightly lower rates (by about 1 percent). These data, however, did not control for self-selection into the FYLLP Program. Because there was not strong evidence the program was effective and because FYLLP was not compatible with ARCH (students had to select into FYLLP prior to ARCH dates), the College decided to suspend the program.

- We eliminated Sophomore Declaration Dinner based upon dept chairs indicating that it did not increase student engagement to the major.
- Cultural Area Studies was eliminated in 2010 by a vote of the faculty. This was done based on low numbers of majors, complaints about the lack of a core curriculum, and the drain on contributing departments.
- Some departments have begun to use their assessment data to justify requesting new positions. EPC does not yet require such data, but this is an area where we might want to make changes in the future. Psychology for example, used a standardized test and found that students were weaker in one area. Their new faculty position request was intended to help fill the gap in the curriculum that resulted in the weak scores. The Math Department (in both 2009/2010 and 2010/2011) used the findings of their external reviewers to argue for the need for an additional faculty member. In 2009/2010 they also used data from the Research Practices Survey to propose starting a junior independent study program (math has not historically had this requirement). They presented data showing that their students score lower on research skills than do students in other

departments.

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

Best Practices

- The College based its cycles of assessment planning, implementing, and providing feedback on Barbara Walvoord's model of assessment. Assessment plans are developed with learning goals, direct and indirect measures, and a feedback loop.
- The College's graduate qualities were developed based on the research on graduate qualities by Simon Barrie, and modeled after the AAC&U's essential learning outcomes of a liberal education. The graduate qualities are a reflection of the College's mission, core values, vision, and strategic thinking. Departmental learning goals are developed based on the departmental mission or directly on the College's mission and core values.
- Departments and programs use multiple measures, and are strongly encouraged to use one direct and one indirect or two direct measures for each learning and development goal being assessed. 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.

Supporting Analyses, Data, Documents

- HERI faculty survey supplemental questions
- Annual assessment process
- AC's "rubrics" for review of program mission, learning goals, assessment plans, and assessment reports
- Walvoord monograph (if they're not familiar with it)
- Draft of AC's Roles and Responsibilities document
- DEA's weblog
- AC webpage with brown bag lunches listed

- The Assessment Committee reviews and provides feedback on the three major components (learning goals, measures, and feedback loop) of assessment plans and on annual progress reports on assessment for each department and program that completes a plan or report. AC review and feedback of annual assessment reports was noted as a good practice in Trudy Banta's et al 2009 book, *Designing Effective Assessment: Principles and Profiles of Good Practice*.
- The DEA created a weblog with best practices for departmental assessment. Our own departments use this website as do people at other institutions. There is a link to the weblog on the forms departments use to report assessment results.
- The AC has hosted ten brown bags since 2008 to educate faculty and staff on best practices in assessment.

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Assessment as a Shared Experience

- Most assessment efforts on campus are led by faculty and staff members. When the Assessment Committee was made a standing committee of the faculty in 2009, it was decided that the Chair of the Assessment Committee must be a member of the faculty. Two positions on the committee must be held by staff members.
- Faculty and staff are sharing their work in assessment through publications, presentations, and attendance at on and off-campus workshops. In Spring 2012 the DEA 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 high levels of involvement:

1. An average of 10 faculty members attended 9 brownbag lunches on assessment topics between 2006 and 2011. 19 faculty members attended more than one presentation.
2. Since 2003, Wooster faculty and staff members have published at least 15 articles and book chapters on assessment (or containing a significant discussion of assessment).
3. 39 faculty members worked on some aspect of assessment of the general education requirements
4. 21 faculty members received grants that include an assessment piece.

- One of the hallmarks of the College's assessment program is that it is a shared experience by faculty and staff across campus. The development of learning goals, graduate qualities, and assessment plans, the design of studies, the writing of reports and presenting results, and deciding on action items is undertaken by many faculty and staff on campus. Chairs and/or directors of each department and program in Academic Affairs and Student Life or a designated assessment coordinator are responsible for the assessment in their departments. Most of the measures used in assessment are locally developed by faculty and staff, and are therefore meaningful measures of student learning.
- The shared nature of assessment has resulted in high levels of faculty awareness. We asked faculty about assessment as part of the HERI faculty survey. 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.” 84 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.” These figures are somewhat remarkable given that, as the HLC noted in 2002, Wooster did not have a well-developed culture of assessment.

- In 2010, Grant Cornwell, President of The College of Wooster, was one of 71 college and university presidents to sign the commitment “to improve significantly assessment of, and accountability for, student learning outcomes” through the Presidents’ Alliance of the New Leadership Alliance for Student Learning and Accountability. As a signatory, President Cornwell has agreed that the faculty and administrators at Wooster recognize the need to establish and promote assessment practices that support educational excellence by documenting and deepening student learning. Cornwell will help to organize and mobilize the higher education community to take leadership on assessment and accountability issues in ways that influence thinking and positively change practices.
- Further bolstering that claim that President Cornwell and his administration—value assessment, about 94 percent of respondents to the HERI Faculty Survey reported that they either strongly agreed or agreed that the administration values assessment.
- While there is clearly support from the administration for assessment, there may be room for us to be more

explicit about the roles and responsibilities of each administrator, office, and committee involved in assessment activities. For example, during the 2011/2012 year, there was some debate about whether it was the role of AC to guide assessment or whether they were charged with carrying it out. The Assessment Committee has a draft of a roles and responsibilities document that might provide a framework for such a clear delineation of responsibilities.

- Another area of future work is to move awareness of and participation in assessment to a wider group of staff members. Staff members who work in academic affairs and student life are very actively involved, but staff in other areas much less so. This makes some sense as it is these groups that are most obviously involved with fostering student learning. At the same time, we would like staff from other areas to be involved and informed. No (or very few) staff members outside of AA and SL have ever attended a brown bag on assessment for example. On a positive note, however, several members of the staff (including Food Services, the Libraries, and Development) attended brainstorming sessions for the HLC visit. Assessment was discussed at some length in all of these sessions

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

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.	
<ul style="list-style-type: none"> 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 the Dean of Retention was put in charge of making a plan to achieve it. The 90 percent goal was higher than we had ever achieved previously. It was based on retention numbers from 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, now two years in a row. Our goal now is to sustain this level of retention with the class of 2016. 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> Board of Trustees Report – Fall 2011 – Goal of 90% retention established Assessment of Student Retention, Goals and Measures Report https://wiki.wooster.edu/download/attachments/19955758/2011+Student+Retention+Mission%2C+Revised+Goals%2C+Measures.pdf?version=1&modificationDate=1300741487440 IPEDS Reports Retention and Graduation Rates Reported on College website (http://www.wooster.edu/About-Wooster/know/graduation-rates) Benchmark book: retention and graduation rates

2. The institution collects and analyzes information on student retention, persistence, and completion of its programs and educational offerings.	
<ul style="list-style-type: none"> The College of Wooster has many mechanisms in place to collect information on student persistence and completion of programs. Each of the reports/surveys (see next column) analyzes a different sector of the campus population, but as of yet, there is no formal cohesive 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> IPEDS Reports are submitted on a regular cycle. Exit Surveys are administered when students transfer. HHMI Output produced by Heather Fitz Gibbon used to support HHMI grant and STEM grant.

<p>campus wide collection of data on each initiative's direct effects on persistence and completion. In July 2012, Robyn Laditka took over the position of Dean of Retention and Student Success. MarTeze Hammonds has also been hired as an Assistant Dean for Retention. They will be working on such a plan.</p> <ul style="list-style-type: none"> • An AMRE team conducted a study on retention (on file). 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 g.p.a. • 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. 	<ul style="list-style-type: none"> • POSSE and EWS- Special Programs and Transfer Student Report • POSSE Report to Board of Trustees (created by Ellen and Hank) • Student Withdrawal Surveys • TORQ (Termination of Registration Questionnaire) Report • Benchmark book – Retention & Graduation • Retention Analyses: Board of Trustees Retreat – June 2012
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<p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p>	
<ul style="list-style-type: none"> • The College of Wooster has established many programs and opportunities to help students to persist in their majors and at the institution. Each specific initiative seeks to address an area of potential concern either preemptively or as a response to concerns expressed in data we have collected or from other avenues. The majority of these initiatives have drawn resources and planning across multiple facets of the college community serving as examples of a cohesive effort to make improvements related to persistence and retention. • To ensure that that persistence and retention goals are 	<p>Supporting Analyses, Data, Documents</p> <ul style="list-style-type: none"> • HHMI Grant to address persistence in Science majors • STEM Grant to address persistence in science majors • Chemistry re-designed intro sequence • Admissions AMRE Project • TORQ data • Persistence among science majors used for HHMI and STEM grants run by H. Fitz Gibbon • HHMI and STEM grant applications with persistence data in them. • First Generation Student Study

met, the COW added an administrative position of the Associate Dean of Students for Academic Success and Retention. This position was held by Anne Gates for two years and was reestablished by Robyn Laditka in the summer of 2012. Perhaps because of the staffing gap, student withdrawal data has been collected, and in many cases summarized, but no current official report is available. This is in the works under the new Associate Dean

- The College of Wooster has received three HHMI grants to increase the retention and recruitment of STEM students. These grants were based, in part, on analysis of data showing that a high percentage of College of Wooster students who enter their first year with an interest in the sciences do not complete their intended degrees because they change their majors to a non-science field or they withdraw from the College.
- This year The College submitted a \$1.5 million HHMI grant application to provide funds for our summer research program and to restructure our introductory chemistry sequence to help retain students interesting in majoring in STEM. This grant application was based on analysis of our retention numbers as well as assessment data from previous HHMI grant-funded activities. While the 2012 grant was not funded, the ideas generated through the preparation of the grant have led to a number of grant applications now underway
- In 2011 the College received an NSF STEM grant—based on an analysis of our recruitment and retention of science and math students—that will fund a new program to recruit and retain women, people of color, and people from low socioeconomic backgrounds in these areas. Thirty students will receive scholarships

- Sophomore Retreat academic probation data
- Interview with Cathy McConnell about origin of sophomore retreat
- Sophomore Year Proposed Plan by Anne Gates
- Year end report on Peer Tutoring (Amber Larson)
- Minutes highlighting creation of Dean of Academic Advising position and/or position description
- APEX mission/materials
- You-Tube video about Woo-Corps
<http://www.youtube.com/watch?v=3Fnh2EVB7N8>
- New York Times article with discussion of Woo-Corps
<http://www.nytimes.com/2009/06/19/education/19college.html? r=1>

allowing them to attend the College and graduate virtually without debt. While here, they will participate in a learning community, receive mentoring from a senior as well as a faculty member, and receive academic and career counseling. Students must express an interest in majoring in a STEM field.

- Sophomore Retreat was created five years ago based on TORQ data showing that the greatest percentage of students who drop out do so during or after their sophomore year. One of the goals of the retreat was to increase retention of this group. In the first year of the program, sophomores were asked to reflect on their education and future plans. Since then, the retreat has transformed into a place for students to create a deeper bond with their classmates, faculty, and staff. It is there to address their strengths and weaknesses and help them to formulate ideas on possible majors and careers. It is also there to help them connect to a faculty or staff member so that they have a person they can go to on campus if they have a problem. Academic probation and retention data were kept on at least three years of attendees of the sophomore retreat. These data indicated that, in the first and second year of data collection (2009 and 2010), the rate of academic probation was lower among sophomore retreat participants than their class as a whole. The third year, this finding was reversed, with sophomore retreat participants being somewhat more likely to end up on academic probation. Retention data (split by academic and non-academic withdrawals) indicated that sophomore retreat participants had lower withdrawal rates in all years. It should be noted that no controls were put on the data so it is not possible to tell if the

retreat is effective or whether students who opt to volunteer for the retreat are less likely to experience academic probation or withdraw in the first place. The new Associate Dean for Retention will collect further data on this question.

- The Peer Tutoring Program was started after Learning Center staff felt that there was a need for such a service and after learning that many other colleges offer it. They followed this initial feeling with a survey asking students to identify the classes in which they most needed help. The following classes were chosen: Principles of Economics, Introduction to Psychology, Introduction to Chemistry courses, Introduction to Sociology, and Spanish 101. The Learning Center contacted peer-tutoring programs at other GLCA schools to find out best practices. Starting in the fall of 2011, the program began hiring and training peer tutors who had successfully completed the target courses. They help students with the material and also offer practical suggestions for tackling this type of academic work. In the first year, 73 students worked with 19 different peer tutors. Because the program is so new, assessment has not yet been conducted.
- Hump Night is a new program developed this fall as a place where domestic minority students can come to work together with the support of the Dean of Students Office. The first hour is devoted to academic work specifically, but then the second hour, the students can feel free to ask any questions or express concerns about anything they choose. Each week there are different constituencies from across campus invited to participate.
- Three years ago, at the height of the financial crisis, the Office of Student Life created the WooCorps. This

program allowed students who were at risk of withdrawing from Wooster for financial reasons, to work and live at the College for the summer. It provided housing, a paycheck, and a financial aid grant to be applied to the following year's tuition. This program was in response to data suggesting that we were losing some students due to financial hardship.

- ARCH- Three years ago, the College began a summer program of advising and course registration for first year students. It was conceptualized as a means to lay a firm foundation in advising and understanding of graduate qualities and college mission so that families and students have a clear understanding of expectations from the onset of their academic careers. One of the goals is to increase retention by ensuring that students, families, and the College are united in the language and resources they suggest to provide support for all students.
- The position of the Dean for Academic Advising provides oversight of academic advising holistically as well as support for the specialized advising needs of students who may be struggling academically, socially, etc.
- APEX- The creation of APEX is a focused effort by the College to make support services more easily accessible to all students and allows for more robust collaboration among multiple student support programs/offices to assure that student concerns are addressed early and often. One of the goals in forming the center was to increase student persistence and completion.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and

completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)The institution collects and analyzes information on student retention, persistence, and completion of its programs and educational offerings.

- The College uses the standards set by IPEDS. We submit our data yearly. We also conduct exit interviews with all students who withdraw from the College and they complete the TORQ (Termination of Registration Questionnaire). We summarize the TORQ data yearly.

Supporting Analyses, Data, Documents

- IPEDS
- TORQ
- Benchmark Book retention and graduation
- BOT June 2012 retreat retention analyses

Working Outline