Wilmington College

Wilmington College Assurance Report Draft

August 9, 2017

Criterion 1. Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

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

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

3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

The College's Mission Statement (REF BOT 24 April 2015) describes the purpose of Wilmington College in the following way:

> ... to educate, inspire and prepare each student for a life of service and success. To fulfill that mission, Wilmington College provides a high quality undergraduate and graduate educational environment shaped by the traditions of the liberal arts, career preparation and the distinctive practices of the Religious Society of Friends (Quakers). By offering academic programs, practical experience and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation and to seek truth and social justice.

> In keeping with the rich heritage of the liberal arts, the College seeks to educate the whole person – intellectual, emotional, physical and spiritual – in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning. The liberal

arts are integrated with career preparation to help students develop the knowledge and skills to succeed in a career or further education.

As an academic community, Wilmington College is rooted in historic Quaker values, also known as testimonies, which include integrity, service, stewardship, equality, peace and social justice, and respect for all persons. These historic testimonies motivate those who learn and work at the College to make positive contributions to their professions and their communities.

This Mission is broadly understood within Wilmington College and does guide its operations.

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

 The Wilmington College Mission statement was developed through a process suited to the inclusive nature and consensus-building culture of the institution. The current statements of Mission, Vision, and Core Values were adopted by the Board of Trustees, which is the governing board. (REF BoT Min for 24 Ap 2015). In nearly 150 years, the essence of the Wilmington College mission has been consistent. The 1879 mission statement applied equally to men and women and focused on preparation for a useful life:

> The object of the Institution is … to assist young men and women in becoming their own masters, and in fitting themselves by self-discipline for the solid work of life. (WC 1879-1880 Catalog, p. 21, on file in the College Archive)

As appropriate for a Quaker institution, the College community reflects on and then modifies the mission documents to accommodate new ways of better educating students. In the last thirty years, the Mission Statement has been revised three times, in 1986, 1994, and 2003, and refreshed in 2015. Based on input from the entire campus, the 2003 Mission Committee drafted a document that was approved by the Faculty Meeting and by the Board of Trustees (REF Fac minutes 2003 on file in Office of Academic Affairs, March 25, 2003 BoT minutes on file in Office of the President). The Vision and Core Values statements also were approved at that time. The 2015 review process was led by the representative Strategic Plan

Steering Committee in consultation with the President's Council. The recommended minor changes approved by the Board of Trustees (REF BoT Minutes 2015 04 24) clarified the foundational role of historic Quaker testimonies and introduced the testimony of stewardship.

Criterion 1 .A. 2 . : The institution's academic programs, student support services, and enrollment profile are consistent with its stated Mission.

The Wilmington College Mission guides the College's academic programming, student support services, and enrollment goals.

Academic Programming:

The College's degree offerings are appropriate for a liberal arts institution preparing undergraduate and graduate students for careers or for advanced graduate programs leading to professions. Since 2013, the majors Agriculture, Business Administration and Accounting, Athletic Training, Education, and Sport Management have had the highest Main campus enrollments, demonstrating the institution's focus on undergraduate career preparation. According to the Registrar, the total enrollment of students in the majors for Fall 2016 (REF AA IR Fall16 Majors Main at 14 Day.pdf) showed that 76% of Main students declared majors in the career preparation programs listed above, 22% of students majored in traditional liberal arts programs, and 1% were undeclared. [INSERT CONTENT: NEW STUDENT PROFILE FOR FALL 2017.] Almost all students in external programs at the Blue Ash branch and additional locations are adults seeking to complete undergraduate degrees and are career focused, primarily in business and management. (REF EXT External Programs 14–Day Profile Fall 2013 – 2016.slxs). The most recent *Strategic Plan 2020* (REF WC–Strategic–Plan–2020–BD approved–April–2017.pdf) established a priority to develop a 5–year program leading to a master's degree in Athletic Training, a professional career field.

The Mission, grounded in the Quaker testimonies for integrity, service, stewardship, equality, peace and social justice, and respect for all persons, is incorporated into the curriculum. Katy Dimmerling, a WC external program graduate in 2017, spoke at Commencement about the impact of the Mission on her education and her life:

> Another statement that resonates with me from Wilmington's mission is to "lead students to gain awareness of the world, to acquire knowledge of career and vocation and to seek truth and social justice." Wilmington College

provided us the tools to think critically and to look at global issues from different perspectives. In today's world this mission could not have any greater importance. It is so easy to go with popular opinions. But doing what is easy isn't always doing what is brave. Wilmington has provided us all with the ability to find and act on our deepest moral convictions, and to be brave when standing for those beliefs and truths.

Clients often ask me if going to college helped me to run my business better. While the answer is yes, it is not for the reasons that they think. Yes, my coursework helped me gain knowledge in business but it was other educational experiences that taught me the most. Before attending Wilmington College I lived in what I would call a 'fish bowl." Wilmington College made me look outside my walls and embrace a world that I didn't know existed. This experience has taught me to ask "why," to be open to new ideas, and to possess empathy and compassion. These experiences make me a better person as well as a better business owner. (REF EXT Katie Dimmerling 2017 Commencement.pdf CHECK FILENAME)

Mission is embedded in the curriculum at both the major program and course levels. As an academic program example, Mission features prominently in the General Education curriculum (REF AA General Education Goals and Objectives.doc). The Faculty implemented a new general education curriculum in Fall 2013 to more intentionally incorporate the institution's Mission "to gain an awareness of the world..." and to focus attention on specific core skills for career and personal success (REF AA General Education Goals and Objectives.docx; AA ASSESS Course alignment process.doc). New students enrolled in Fall 2017 will complete the two required global issues courses and two additional global awareness courses. The General Education core skills for student success – critical thinking, quantitative reasoning, information literacy, and written and oral communication– as identified by Faculty have been intentionally integrated and are assessed appropriately within each major curriculum (REF AA ASSESS program review sample submission.pdf). The Mission also is referenced in key elements of specific major programs such as the Education program's focus on peaceful schools (REF Main catalog 2017) and the emphasis on diversity in the Strategic Organizational Leadership major at the Blue Ash campus (REF EXT CIN-Catalog-2016-2017.pd).

Student Support Programming:

Three Wilmington College administrative areas offer significant Mission-centered student support programming: Office of Student Affairs, the Office of Academic Affairs, and the Department of Athletics. The student support programs coordinated through the Office of Student Affairs, working closely with faculty, provide Mission-driven opportunities to students in the areas of experiential learning, service learning, internships, and organizational leadership. Student Affairs has enriched the social and residential living environment with experiential learning opportunities through extensive student leadership positions in student governance, orientations, multicultural and Greek organizations, resident advising, floor meetings, enforcement of policies and inclusive procedures, a formal student judiciary, mediation, and spiritual, health, mental health, and safety services (REF ANY CHART? pdf , Student Handbook 2017).

The Office of Academic Affairs supports student academic success through its faculty advising and Title III-funded retention programs, Academic Resource Center for tutoring and core skill development, Career Services, Disability Services, Watson Library, and Study Abroad. The External Programs use the model of personal graduation coaches to guide adult students toward academic success.

The Office of Athletics oversees student/athlete participation in intercollegiate and intramural sports in an environment that motivates student retention, classroom achievement, and campus leadership. (REF forthcoming Bontrager report on athlete retention compared to non-athlete retention). The Athletic Department serves directly 41% (Fall 2016) of Main campus students (unduplicated, Office of Institutional Effectiveness) in 18 NCAA Division-III level varsity team sports (a 19th sport will be active in Fall 2018). Per Division III guidelines, in concert with the College Mission, team coaches emphasize academic success including study tables and progress monitoring, sportsmanship, respect for others, leadership skills, and lifelong habits of learning and physical fitness (REF ATH Department Philosophy.docx; REF NCAA Div III Aug 2016-2017 Rules and Regs.pdf) To fulfill the Mission goal for global awareness, sport teams have traveled internationally to meet athletes in other cultures, including, in recent years, China, England, Spain, and the Dominican Republic.. In Spring 2017, the women's basketball team traveled to Spain and, in 2018, will go to Costa Rica. (REF ATH Equity in Athletics EADA_Data-2016.pdf). The men's soccer team for many years has included several players from Sweden.

Admissions Profile:

Wilmington's Mission to educate, inspire, and prepare students to succeed professionally, as well as contribute to the public good, is very appropriate for the current student profile. The student profile s for the past four years (REF TBA Student Profile for Main and External Programs 2014 – 2017) illustrate how Wilmington's Mission resonates well with students. Admissions counselors, including recruiters for the various majors, for diversity outreach, and for external programs, emphasize the College's career-oriented majors and experiential learning (REF AA Majors-Magazine-2015-16.pdf). They communicate the Mission through the College website and social media, recruiting brochures, college fairs, and guided campus visits. Recruiters work closely with faculty advisors to customize responses to student inquiries based on their major interests. New students are attracted to the college's small size and "hands-on" Mission promise for practical learning outcomes. Students in the external programs are attracted to the business and management curriculum which allows for double majors that address the complex learning needs of employed adults. Accounting is a very popular second major in the external programs (Ask Bontrager for stats on second majors, Fall 2016 and 2017).

Criterion 1 .A. 3. : The institution's planning and budgeting priorities align with and support the Mission.

Wilmington College's strategic planning is grounded in the Mission and aligns with the Mission. Earlier planning led to more inclusiveness in the governance committee structure in 2009–2010 (REF WC Governance Report 2008 04 02) and a major review and overhaul of the general education curriculum in 2013–2014. More recently strategic guidance has been provided by the president (REF WC President White Paper 2013 January.doc) and by the College's *Strategic Plan 2020*, approved by the Board of Trustees in April 2017 (REF WC-Strategic-Plan-2020-BD approved-April-2017.pdf) The *2020* plan affirms student success as the highest priority, with a focus on excellence in teaching and learning, alignment of academic programs with the student recruitment profile, and aggressive stewardship of campus resources for efficient and effective fund-raising and infrastructure management. With the Mission emphasis on stewardship, the College Board of Trustees, the President, and the President's Council closely monitored the Main Campus operating budget during 2016 and 2017 and made critical budget realignment decisions in July 2017 to sustain the College's capacity to fulfill the mission (REF WC PRESIDENT – Email 2017 07 17 on budget issue.doc).

College budgeting actualizes the Mission. The College does not have any auxiliary enterprises or relationships that detract from achievement of the Mission. The focus of the College is on developing and responsibly sustaining the educational and support programs and infrastructure that help prepare students for "a life of service and success." (REF Mission 2017; REF WC PRESIDENT – Email 2017 07 17 on budget issue.doc). The College's budgeting priorities support the teaching mission of the College in the most fundamental ways: human resources essential for instructional activities, academic/student support programming, student scholarships and work assistance, and infrastructure. External programs are managed under a detailed business plan, adhering to budget targets separate from the Main campus. In the past three years, the College built and remodeled three buildings to address pressing academic programming needs and to enhance Main campus student recruitment. The 2014 remodeling of Bailey Hall provided additional classrooms and faculty offices. The new 2015 Center for Sport Sciences offered greater experiential learning opportunities through community partnerships housed in the building. In 2016, the remodeled and expanded Kettering Building, renamed the Center for the Sciences and Agriculture, accommodates the growing agriculture and related science majors. The College's farmland, in addition to lease revenue, supports student learning in sustainable, organic, and commercial practices, winning recognition as the top experiential academic farmland operation in the Midwest and 15th in the nation in 2016 (REF Adv PR Academic Farms Honored 2016 11 03.doc).

The College controls its employment expenditures with careful review of each vacancy, often resulting in reorganization of departments in lieu of adding or filling positions. Following the Main campus operating budget realignment in July 2017, including the elimination of 15 positions, the President and President's Council members will be leading the transition to a smaller workforce. The President and the President's Council will continue to assess how the downsized programs and services align with campus priorities and guide realignment of programs, services, and expectations as required.

Further discussion of College budget and finance is provided in response to Criterion 5.

1.B - Core Component 1.B

The mission is articulated publicly.

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

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

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

Argument

Wilmington College's mission is articulated publicly.

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

Wilmington College has clearly defined its mission through publicly accessible documents available in hard-copy and digital formats. Foundational documents include the Mission Statement, Vision Statement, Core Values Statement and related interpretative documents and tag lines. (REF BoT Min 2015 04 24).

Wilmington College publicly articulates it's Mission both formally and informally. The Mission, Vision and Core Values statements are presented publicly on the Wilmington College public website, including areas for prospective students (REF URL https://www.wilmington.edu), in official Catalogs, personnel handbooks, and faculty syllabi. (REF WEBSITE, MOST RECENT CATALOGs – Main and external, 2017 STUDENT HANDBOOK, fac, adjunct, and staff handbooks for 2017, REF AA Faculty Course Syllabus template.docx ; REF AA ASSESS Faculty Syllabus Checklist– Fall 2017.docs). Less formally, a set of queries that guide personal reflection on the Core Values was approved by the Board of Trustees (April 22, 2006 on file in President's Office), now presented in the Wilmington College

Student Handbook (REF 2017 Student Handbook). Beginning in 2012, the Core Values have been represented by large banners on stage during annual commencement ceremonies. Other articulations of the Mission are found in the *Educational Goals Statement* (REF BoT Minutes April 24, 2015, recent 2017 Catalog section?), in the "Hands On Promise" and the tag line "Hands On Learning, Hands On Living" (NEED DOC – WC Public Website https://www.wilmington.edu/the-wilmington-difference/hands-on/; possible Admissions lit????; WC VISION STATEMENT 2015).

The current *Strategic Plan 2020* planning process began with a 2015 review of the Mission documents, approved by the Board of Trustees (REF Ap 24 2015). The *2020* plan document opens with the Mission, Vision, and Core Values statements and then identifies eleven goals critical to advancing the College's capacity to fulfill its Mission (REF WC-Strategic-Plan-2020-BD approved-April-2017.pdf) .

Since 2011, the College has engaged in an extensive rebranding campaign to increase awareness of the College and its Mission (REF ADV PR Brand Guidelines rev 2017 02). With the new campus Brand Committee providing oversight, the rebranding included more vibrant school colors, a new logo, brand consistency regulations, website and publications redesign, attractive branded apparel, and use of the College logo in press releases. The College tagline became the more streamlined "Hands-On Learning, Hands-On Living." To better reach students, the Mission is featured in summer orientations for new students. The general education required courses GL125 and for transfer and external program students GL325 and GL129 include orientation to the Mission statement.

Criterion 1 .B.2. : The Mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its Mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Wilmington College's Mission documents are current, most recently reviewed and adopted by the Board of Trustees in 2015 (REF Ap 24 2015 BoT min). Both the 2005 *Plan for Distinction* in effect through 2015 and the 2017 *Strategic Plan 2020* (REF) are firmly grounded in the Mission and the operations of the College put that Mission into action every day. The Mission documents identify the nature and scope of Wilmington College's programs and whom they serve – "to educate liberally-educated professionals" (Vision 2015) through undergraduate and graduate programs (Mission 2015). The Mission states how the College is distinctive: "By

offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation, and to seek truth and social justice." The Vision Statement specifies that Wilmington College will promote every student's participation in "...internships, community service, and international study programs."

Wilmington College places its full emphasis on student instruction. To the extent that the College supports research, creative works, clinical service, public service, economic development, and spiritual and cultural events, that support is secondary and links directly to instructional or student support goals and activities integral to achievement of the Mission. (REF Need activity chart demonstrating linkage).

Criterion 1 .B. 3 . : The Mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The student is clearly the primary constituent at Wilmington College. This is emphatically stated throughout the Mission documents. In the College's Mission Statement, the purpose of the institution is defined as educating, inspiring, and preparing "each student for a life of success and service." In the Mission Statement, Wilmington College indicates its commitment to "offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds." The College's Vision Statement elaborates on Wilmington College's student-focused identity by stating that it places "the needs of students at the center of all decision-making." The College's strategic plans of 2005 and 2017 both emphasize the student focus of the college. (REF WC PRES Strategic Plan-Agenda for Distinction 2005.pdf; WC-Strategic-Plan-2020-BD approved-April-2017.pdf)

[Editor Note: The 2005 plan had impact through at least 2015 so must be included here. Last HLC visit was 2013]

With the student as the institution's primary constituent, the Mission documents speak directly to the purpose of the institution as a provider of high quality undergraduate and graduate education, referencing the values of the founding Quakers and operating in the liberal arts tradition. In this capacity, the College sees its Mission as educating "the whole person — intellectual, emotional, physical, and spiritual — in ways that foster critical thinking, reflection, the free exchange of ideas, open inquiry, tolerance, and a desire for lifelong learning" (Mission statement) (REF Ap 24 2015 BoT min). To accomplish this, students are

offered a comprehensive range of academic and co-curricular services, as well as opportunities to participate in internships, community service, and international study programs (Vision Statement) (REF Ap 24 2015 BoT min).

The Mission documents demonstrate an understanding that serving students cannot occur without support from employees and the Board of Trustees. The Mission Statement establishes as its values "integrity, service, stewardship, equality, peace and social justice, and respect for all persons" and sees these values as motivating "those who learn and work at Wilmington College to make positive contributions to their professions and communities." In the Core Values document, "community" is described as working in "partnership with one another, encouraging broad participation and active engagement of all who learn and work at Wilmington College." These statements guide the work of trustees, faculty, administrators, and staff.

A third constituent group encompassed by the Mission includes the community members, donors, and alumni who provide internships and other resources and organize or receive community services. For example, recognizing Wilmington College as a significant influence on the community through its many students from the area, the Mental Health & Recovery Services of Warren and Clinton Counties funded the development of a campus mental health plan, coordinated by faculty and students, as an important step in changing area cultural attitudes toward seeking mental health assistance (REF AA FAC Mental Health Grant 2017.doc). Such initiatives are intended to help students succeed in current and future careers, as well as contribute to their local and global communities, which are hallmarks of a liberally educated person.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

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

2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Criterion 1 .C. 1 . : The institution addresses its role in a multicultural society.

Wilmington College's Mission documents state that the college must educate students as members of a multicultural society:

Mission Statement:
"By offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation, and to seek truth and social justice." (REF Ap 24 2015 BoT min):

Vision Statement :
"Wilmington College will challenge students to live the historic Quaker testimonies of integrity, service, peace and social justice, stewardship, and respect for all persons and to practice them in their communities and workplaces; promote every student's participation in [...] international study programs." (REF Ap 24 2015 BoT min):

Core Values:
"Diversity – To reflect the state and regional communities that the College serves and to enrich our understanding and appreciation of different people, cultures, and ideas." (In addition, Wilmington College addresses diversity in its Educational Program Goals and Diversity Statement. (REF to pdf of most recent version of above) (REF Ap 24 2015 BoT min):

Educational Program Goals :
"Global Awareness – Students will [...] appreciate both the diverse cultural heritage of world civilizations and the commonalities of the human condition." (FIND WHERE GOALS ARE STATED? create pdf for REF):

Diversity as an Educational Goal :

"Wilmington College is committed to achieving and sustaining diversity. It seeks to create a campus culture of inclusion and a learning environment that supports educating students who will work, live and serve in a diverse nation and world. This diversity statement is consistent with and expands upon the words in the College's Mission statement that invoke the historic Quaker commitment to social justice and respect for all persons, and that express a desire to provide educational opportunities of high quality to students with varying needs, abilities and backgrounds. Moreover, this statement is the foundation for all diversity initiatives undertaken at Wilmington College. It defines diversity, delineates the College's diversity goals and describes its benefits." (REF BUS HR Diversity Statement 2017.doc):

Criterion 1 .C. 2 . : The institution's processes and activities reflect attention to human diversity as appropriate within its Mission and for the constituencies it serves.

STUDENT RECRUITMENT

There are several recent noteworthy developments at Wilmington College regarding diversity. The College's Office of Admissions actively recruits diverse students through a multicultural recruiter and outreach through Infinite Scholars, Upward Bound, and college fairs. Athletic coaches are active recruiters, working closely with the Office of Admissions. The soccer coach plans to recruit students from Scandinavia in the coming year. The Office of Admissions partners with the College's Director of Multicultural Affairs to coordinate the annual multicultural overnight experience and network with the Black Student Initiative and Latino and Jewish student groups. Despite these proactive recruiting strategies, the percentage of students of diversity has remained at about 18% for several years even though classes of entering freshmen students have ranged from 25% to 14% to 20% non-white (Fall 2014 – 2016) (REF AA IR Main First Time Freshmen profile 2014 15 16 Bontrager.pdf). (REF WC Factbook 2015–16.pdf). Wilmington College also has a commitment to serving first-generation students, as approximately 40% ? (2017 REF from Admission Fall profile) of students are the first in their families to attend college. This is a significant percentage of the student body and further reflects the College's Mission to educate "students from diverse backgrounds."

At its external locations, Wilmington College has been able to attract minority students more easily (REF EXT External Programs 14-day Profile Fall 2013 – 2016.docx). Between Fall 2013 and Fall 2016, the 14-day reports showed that the

Blue Ash program increased minority enrollment from 25% to 38% and the Cincinnati State location increased minority enrollment from 28% to 31%.

HIRING & STAFFING

Wilmington College recognizes the importance of a diverse workforce and has established processes for recruiting advertisements and hiring processes that support its stance on equal opportunity. (REF B"US HR Diversity Statement 2017.doc) (FIND IF POSSIBLE – REF HR Requisition, Recruitment guides/ Diversity policy; EEO policy). The Human Resources "Position Requisition, Recruitment, and Hiring Guide" (REF BUS HR Hiring Guide 12–2015.pdf), provides guidance regarding the make–up of the search committee and strategies for increasing the diversity of candidate pools. Search committees should: 1) "to make the membership [of the committee] as diverse as possible" and 2) take steps to make the pool as diverse as possible." This document, available internally online, provides essential hiring process information for all open positions.

The College has strong gender diversity among the administration, faculty and staff. It extended benefits to same–sex domestic partners in 2011. Three College vice–presidents are women and three African–Americans occupy important administrative positions. (REF BUS HR IPEDS_Human_Resources_Data 2016 – 2017 .pdf) The progress of minority candidates through the recruitment and hiring process cannot be tracked because preliminary search steps do not identify race. Anecdotally, members of College search committees have noted that minority candidates do reach the interview stage, emerging out of initial hiring pools that are often not very diverse. The College's rural location with about 6% non–white population (REF OTHER Census Facts for Clinton Co OH.docx) and less competitive salaries could be negative recruitment factors in attracting diverse candidates (REF FAC Fac Council 2015–2016 Faculty SALARY Study.doc). Because the institution's employee diversity, 3.5% non–white in 2016 (REF BUS HR IPEDS_Human_Resources_Data 2016 − 2017.pdf), is less diverse than its home county, the College does not yet reflect the diversity of the larger service area and its more diverse student profile.

In terms of diversity, the College Board of Trustees, between 2013 and 2017, did not change significantly. By summer 2017, there were still 2? non–white members among the 32? members currently serving. Board membership includes ?% women, ?% Quaker, and ?% out–of–state. (REF BOT Profile 2013, BOT Profile 2016, BOT Profile 2017?). [See in Resource Room BOT 2016–17 Directory and BOT 2016

Profile files – not clear how 6 additions in July 2017 affected profile – see esp. BOT August 2017 Email Exchange info from Leslie Nichols.doc]

ACADEMIC ACTIVITIES

Faculty on the Main campus have revised their major curricula to incorporate diversity into more classes. Over the past eight years, the new majors added at the Blue Ash campus have provided a focus on diversity. For instance, in 2009–10, the Strategic Organizational Leadership major was added at the Blue Ash campus as a Mission–aligned major, including the course "Diversity Hires and Inclusion in the Workplace" along with others that address diversity, such as "Business Ethics" and "Conflict Management in the Workplace." A minor in Race, Gender, and Ethnicity Studies (Humanities – Main campus) was added in 2017. The curriculum for the new minor draws from existing courses across the disciplines that focus on multicultural themes. (REF AA Race Gender Ethnicity Minor.docx).

A number of courses address global awareness explicitly, while others address US cultural diversity. The College's GL125: First–Year Experience Seminar: The Individual in a Global Society (GL 129 in External Programs) and GL425: Junior/Senior Seminar focus student attention on international topics at the beginning and end of their college careers. Other designated global courses are available including RP330G: Comparative Religion and ID134: Introduction to Race, Gender, and Ethnicity Studies, the cornerstone of the new minor. A few of the courses that address diversity in American culture include: SY330: Social Inequalities; PY350G: Topics in Psychology: Cross–Cultural Psychology, EN338: Contemporary American Literature, and EN242: American Literature Survey. [AGAIN VERIFY THAT THESE COURSES EXIST IN FALL 2017 CATALOG]

In Wilmington College's Mission documents, diversity is highlighted as an educational value, especially in the form of global knowledge. In addition to the global issues courses required for the general education curriculum, the College offers academic study abroad and sport team trips to foreign countries and opportunities for students to engage in global community service and service learning as individuals or small teams. The main campus and external programs welcome international and recent immigrant students. Domestic faculty–led trips have also served diverse populations. These trips are listed in the "Study Abroad–Service Trip Data 2004–2012" (REF "Study Abroad–Service Trip Data 2004–2012" UPDATE???). These activities support the Mission's promise that the institution will "lead students to gain an awareness of the world" and "respect for all persons."

CO-CURRICULAR ACTIVITIES

Several community outreach initiatives promote an appreciation of diversity by students. Examples include the Westheimer Peace Symposium, the Issues & Artists Series, and Wilmington College music and theatre performances.

The Office of Multicultural Affairs and the SGA Activities Programming Board are the primary offices on campus that support activities promoting knowledge of diversity. The Office of Multicultural Affairs advises and counsels students of color and intervenes to reduce and halt racial tension on and off campus. The Office of Multicultural Affairs helps connect the local African-American community with the Wilmington College campus community and has continued to design and implement cultural programs (REF a pdf list or report). In FY2016 this office helped organize the Latino Students Organization and instituted a new Jewish Student Organization. The Activities Programming Board's goal, likewise, is to "to develop and maintain quality, diversity, and regularity in all student programs and activities." The Health Center staffs a nurse and counselor trained in LGBTQ issues and concerns of students of color and has a Health & Wellness Committee on women's issues. The Campus Minister's office welcomes all faiths; there is a Residence Life Program that trains residential assistants in issues of diversity; and finally, Student Life staff meetings devote sessions to diversity training and discussions. A number of additional diversity initiatives stem from activities overseen by the Office of Academic Affairs. (REF Name some here or attach .pdf overview summary OR DELETE THIS SENTENCE)

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

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

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

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

Argument

CORE COMPONENT 1.D.: The Institution's Mission Demonstrates Commitment to the Public Good.

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

The College fulfills its commitment and obligation to the public good specified in its Mission foremost by graduating students prepared to make positive contributions to their profession and to their communities. The College also fulfills its public obligations by sustaining a broad array of college/community programming and activities. The Mission includes an institutional focus on "service" and "positive contributions to their professions and their communities." The Vision includes the challenge to students to live and practice service and stewardship in their communities and workplaces.

Traditional campus/community activities include summer community theatre, a children's theatre workshop called Kids and Company, Project Trust to empower elementary students in public schools to recognize and resist bullying, and a variety of sports camps for area teens. Newer campus/community programs include A.C.C.E.S.S. (Academic College Campus Experience for Student Success), a summer

leadership camp for area high school students, connecting the College, its faculty, staff, and student leaders, and an area public school service center with future college students. (REF Student Affairs – ACCESS program description 2017.doc). Main campus business majors have opportunities to assist the community through the Integrated Consulting Experience (ICE) as student consultants conducting analysis and making recommendations to organization decision makers or through the Internal Revenue Service's Volunteer Income Tax Assistance program (VITA). In 2017 nine accounting students certified by the IRS assisted three dozen area residents with tax returns, earning a perfect score by the IRS in May 2017 (REF ADV PR IRS Award 2017.doc). Responding to rural community needs, Wilmington College provides unique financial support to graduates of the Wilmington City Schools district as part of the Wilmington Succeeds program. Local students receive additional financial grants and incentives from the College for choosing to live and work in Wilmington following graduation from the College. Since its inception in 2014, Wilmington College has had 11 students enrolled in the program. REF ADV PR Wilmington Succeeds 2016 11 09 in file)

[ADD Paragraph about NCAA Concussion Study and a paragraph about Peace Resource Centers grant activities—both add public good]

The College considers the public interest when it makes infrastructure decisions including the following recent examples: In 2015, the College opened the Center for Sport Sciences, a 41,000 square–foot facility, as home to WC's athletic training and other sport sciences academic programs, as a training facility for the College's 18 sports teams, and as a student recreational space. The Center hosts a one–stop shop for sports medicine needs with community partnerships on site including professional orthopedic, physical therapy, chiropractic, and hospital imaging services available to the campus and the greater community. The 2016 Center for the Sciences and Agriculture building greatly enhances the capacity of science major programs to participate in and contribute to food and crop research. As one example, research project results published by botanist Dr. Kendra Cipollini with her students have increased scientific understanding of the area's invasive plant species. (REF AA Student Faculty Research 2015–2017.docx).

Criterion 1 .D. 2 . : The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

Wilmington College clearly meets this criterion. Mission-driven Educational responsibilities are Wilmington College's primary purpose, and the programs, activities, and financial resources of the institution focus exclusively on that purpose. Wilmington College is a non-profit organization with no investors, related or parent organizations that are supported and no external interests that require financial support or other material resources. Wilmington College has close ties to the Religious Society of Friends; the College by-laws mandate that at least 51% of the Board of Trustees must be Quakers; however, those members may come from different Meetings, and they all vote as individuals. Every Board member's vote counts equally. The members of the Board who are Quakers do not have final authority over decisions or roles that are different than any other member. Thus, the College operates independently from the Religious Society of Friends.

According to the 2017 bylaws of the Wilmington College Board of Trustees, the Wilmington Yearly Meeting (a body that meets formally once a year) is asked by the College President to approve appointments of new members of the Board of Trustees (REF WC Trustee By-Laws (modified April 2017).pdf). If objections are raised, the Board of Trustees takes those concerns into consideration and retains final authority.

In 2015, Wilmington College and the local YMCA ended a partnership established in 1978 in which the college provided land on campus for the YMCA facility. Despite the original public good intended by this project, the College recognized that its Mission-focused operation should not subsidize a failing YMCA, which could not sustain its obligations in the partnership or its own programming. The YMCA disbanded. The College assumed ownership of the facility and has assumed fiscal responsibility for converting the building to enhanced student and compatible community uses as quickly as possible.

Criterion 1 .D. 3. : The institution engages with its identified external constituencies and communities of interest and responds to their needs as its Mission and capacity allow.

Wilmington College serves its internal and external constituencies through the educational programs it provides. Internal constituents consist of students (and by extension, their families), College employees, and the Board of Trustees. The

College has a long history of engagement with these constituencies. The College's external constituents include prospective students in our 16 county area, adults in the tri-state region of Ohio, Kentucky, and Indiana, alumni, local non-profits, Quakers, businesses, and organizations. Another constituent category are entities that rent facilities for special events and meetings, including government agencies, church groups, high school bands, and receptions. The Majors Magazine describes how each major program interacts with constituents (REF AA Majors-Magazine-15-16.pdf in files)

The following College programs demonstrate how the College's commitment of substantial resources to fulfill Mission-essential student education functions also provide important external constituent service as a public good:

CENTER FOR SERVICE AND CIVIC ENGAGEMENT
The CSCE has promoted student participation in experiential service to community and academic service learning, making operational the service and civic engagement included in Wilmington's Core Values. Wilmington College has been on the President's Higher Education Community Service Honor Roll for 6 consecutive years. In the last ten years, 134,977 hours of service have been logged. In 2010-2011 alone, the CSCE served 118 outside organizations[UPDATE THIS TARA WORKING ON THIS??-Summer 2017 emails?????]. [also, how many students participate?]

MERIAM R. HARE QUAKER HERITAGE CENTER
The Quaker Heritage Center (QHC) opened in 2005 to educate internal and external audiences about the historic and contemporary impact the Religious Society of Friends has on American society. The Center serves as a repository of community Quaker artifacts and a place for publicly exhibiting Quaker history and values.
The QHC coordinates Board of Trustee members, students, employees, and faculty to serve College and local K-12 students, scholars, residents of Clinton and other surrounding counties, and members of the Religious Society of Friends. In 2016 and 2017, the QHC provided curriculum-based hands-on history programming about the anti-slavery movement for 4th graders in Wilmington City Schools (235+ and 230+ students per year). Annual visitation to special exhibits hosted by the QHC increased to over 1500 individuals in 2017. Wilmington College students assist with the development of these exhibits.

PEACE RESOURCE CENTER (PRC) & WESTHEIMER PEACE SYMPOSIUM
The PRC supports the curriculum and serves Wilmington students, faculty, staff,

local K–12 students, visiting scholars, and residents of Clinton and other counties. Since its establishment in 1975, the Center has housed one of the most complete collections outside of Japan of source materials relating to the bombings of Hiroshima and Nagasaki. The Center houses a peace education/conflict resolution library open for public use. In the past two years, the PRC has coordinated international peace trips, three to Japan and one to Ireland. In August 2017 three students and a faculty member traveled to Hiroshima through the Peace Resource Center to visit the World Friendship Center, funded by the PRC, PAX Hiroshima, and on–campus sources of grant funding. The PRC is the administrative home for the annual Westheimer Peace Symposium, which is free and open to the public. Traditionally, Westheimer speakers have addressed topics such as nonviolence, social justice, and the environment, illustrating how the endowed Symposium incorporates the Mission Statement and Core Values into its programming.

S. ARTHUR WATSON LIBRARY

Watson Library supports the curriculum and serves students, faculty, staff, scholars, historians, local researchers, local K–12 educators and students, and those interested in resources associated with the Religious Society of Friends. The library shares its collections through a daily delivery service with students, faculty, and researchers statewide through the OPAL and OhioLINK academic library consortia as well as the SEARCHOhio public library consortium and nationally through interlibrary loan. The library preserves and makes accessible the College and regional Quaker archives. Because of these and other special collections such as the Vergie Hortenstine (Quaker Civil Rights activist) Papers, Watson hosts external researchers from across the country and responds to research requests. The Library annually hosts public high school Advanced Placement classes for information research orientation and provides to them access to Watson local and online resources. This program is coordinated by the high school/college credit instructors and Watson librarians. Watson also works with the Clinton County Historical Society to make a local genealogy collection publicly accessible.

Summary

EVALUATION OF CRITERION ONE

Wilmington College, in alignment with its Mission, offers academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds, leading students in gaining an awareness of the world, acquire knowledge of career and vocation, and seek truth and social justice. Wilmington College clearly aligns its operations, its academic programs, and co-curricular programs to put the Mission into action for students and employees and to have positive impact on its wider community and external constituents. The College mission is articulated publicly through its Mission, Vision, and Core Values statements and through additional interpretive means.

The College has a suitable process for developing the Mission. In April 2015, the Board of Trustees approved an update to the inclusively-developed 2005 Mission, Vision, and Core Values statements. Beginning in early 2015, under the leadership of its president, the College developed the *Strategic Plan 2020* through a representative and inclusive process as follows: Using the findings from the HLC Self Study process in 2011 – 2013, the Strategic Planning Steering Committee examined the Mission and Vision statements for their currency and relevancy to the operations of the College. Following the Mission review, the Strategic Planning Committee conducted a series of open discussions with the campus community and with focus groups to gather insights about the future of the College. The *Strategic Plan 2020* resulted from this process and was approved by the Board of Trustees in April 2017. The College is now in the process of implementing the plan, adding metrics and activities as needed.

Diversity, in concert with the Mission, is addressed in College academic, co-curricular, and community programs in positive ways. The Office of Admission recruits students from areas with more diverse populations and coordinates its responses with the interests of prospective students, sustaining a diverse enrollment on Main campus of about 15%, but with a goal to increase that percentage. The Cincinnati external programs are successful in recruiting larger numbers of diverse students, based on convenient location and attractive majors. College hiring practices have not yet met goals for racial diversity. While gender diversity is strong among students, faculty, staff, and administrators, the College recognizes its need for greater racial and ethnic diversity, particularly among faculty, staff, and administrators. While the College continues to be at a disadvantage in the

recruitment of faculty and staff in terms of salary or location, its *Strategic Plan 2020* addresses recruitment for diversity indirectly through goals to increase the quality of work life with more opportunities for new positions, faculty and staff development and incentives for innovation, and for connecting with student learning outside the classroom. The Office of Human Resources (HR) provides its *Position Requisition, Recruitment and Hiring* guide to all employees, including members of search committees, to reinforce the College's formal commitment to diversity and to outline strategies for increasing the diversity of search pools.

In the Wilmington College curriculum, diversity is broadly defined and includes racial, ethnic, gender, and class diversity and global awareness. The College effectively incorporates diversity into its course offerings and its co-curricular and community programs. Under the evolving program for general education, GL125/129 and GL425 serve as cornerstones of global-perspective education, and additional international-themed courses across the disciplines allow students to build stronger connections with international issues.

Wilmington College is dedicated to serving the public good through Mission-based programs and activities while serving students. The operation of Wilmington College serves appropriately the regional community and communities of interest. The College's commitment to volunteering and service is strong, as evidenced by the number of hours (approximately 25,000 in the last year UPDATE) the CSCE coordinates among students and employees in projects benefiting the public.

THE PATH FORWARD

As Wilmington College moves into a new era with *Strategic Plan 2020* and the 2017 Main campus operating budget realignment, the College must continue to build on its strengths in educating students while working for the public good. There are several steps that need to be taken to increase capacity in selected areas and to assure continued close links between the College Mission and College operations.

- Because teaching excellence is central to the Mission and curriculum and a focus of the *Strategic Plan 2020,* Wilmington College should engage in a more intentional study of its hiring/recruiting/retention processes for faculty and employees. The Office of Human Resources should assess and revise position descriptions and salary competitiveness as first steps toward improving the College's capacity to recruit and retain faculty and employees, factors in the achievement of excellence. The Office of Human Resources should track demographic data in all points of the employment process,

including documenting employee satisfaction, and ensure that search committees make effective use of its hiring process strategies.

- While increasing enrollment, Wilmington College should continue to seek increased diversity among students on the Main campus. Strengthening ties with community colleges to attract transfer students, as outlined in *Strategic Plan 2020*, is an important step in increasing diversity among students. Adding major programs attractive to minority students, such as the already effective Sport Sciences majors, is important. Promoting existing majors in ways that demonstrate how flexible and appropriate they can be to achieving success in emerging employment fields is important to increasing enrollment. The *2020* plan calls for closing the loop between Office of Admission initiatives toward increasing numbers of new students, strategies for increasing all types of diversity, and faculty participation in recruitment for the majors.

- Based on a study made in 2011 (REF ADM Stamats report 2011.pdf), Wilmington College has made significant changes in its public presence through an aggressive rebranding campaign. The College has sought to increase awareness of the College and its Mission, particularly in the region, to attract students, employees, and donations. One of the goals of the new campus Brand committee is to determine the effectiveness of the brand standards. The College, through this committee, should again assess its brand recognition as well as the perceptions of the College among external stakeholders.

Criterion 2. Integrity: Ethical and Responsible Conduct

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

CORE COMPONENT 2.A.: The Institution Operates With Integrity in its Financial, Academic, Personnel and Auxiliary Functions; it Establishes and Follows Fair and Ethical Policies and Processes for its Governing Board, Administration, Faculty, and Staff.

Wilmington College operates with integrity throughout its operations. The phrase "fair and ethical policies and processes" embraces several elements: the College's consensus governance system guided by official policies and procedures, external audits and reviews, and internal procedures that encourage fairness and guard against conflicts of interest and nepotism.

FINANCIAL INTEGRITY
Wilmington College complies with all federal, state, and local laws applying to private, not-for-profit institutions of higher education. BKD (Cincinnati office), an independent auditing agency, conducts audits of the College's finances and financial aid transactions. Audits from FY 2013 through FY 2016 reveal that the College complies with its obligation to operate in a financially responsible manner. (REF 2013, 2014, 2015, 2016 Financial Audit Statements). For transparency, all financial records, full audit reports, and federal Form 990 long forms are available for inspection at the Business Office in College Hall. Results of the BKD audits are presented at each October meeting of Board of Trustees (BoT Minutes October 2016). Based on a 2013 audit recommendation, secure business systems introduced in 2014 now govern hierarchical oversight and sign-offs for purchasing and credit card processes. Financial aid records and audit reports, maintained by the Office of Financial Aid, show that the College continues to be in good standing with the federal government. BKD also audits financial aid and federal funds with those reports included in the long form financial audit statements.

The College has balanced its budget for the last 20 years, but at times there have been salary freezes or hiring freezes, and the retirement matching contribution for faculty and staff has been reduced at times.   Other budget strategies included a reduction in tuition in 2014, added student recruitment strategies including more campus work opportunities, new academic/co-curricular programs, and new buildings, use of third party recruiting services, and voluntary reductions in departmental spending. The upcoming fiscal year 2017-2018 posed another fiscal resource challenge, an unacceptable projected deficit in the Main campus operating budget, which was addressed by a working group of trustees and administration. The most recent process is elaborated upon under Criteria 5.A.5.

In July 2017, the College eliminated 15 positions and made a one-time additional draw from the endowment (REF WC PRESIDENT – Email 2017 07 17 on budget issue.docx). Toward transparency, all employees have received annual updated information about the College's efforts to control and reduce the operating deficit in all-campus and committee meetings conducted by the president, an email message from the President in July 2017 (WC PRESIDENT – Email 2017 07 17 on budget issue.docs), and an extensive FAQ on the public website (REF WC Strategic Plan 2020 – Additional Information 2017 08 01.doc). The representative Staff Council received quarterly updates based on their own questions and posted their minutes online for internal review by all members of the College. Additionally, faculty members received a financial update from the president during its workshop May 16, 2017. Further information about the financial status of the College is provided in response to Criterion 5.

ACADEMIC INTEGRITY
Wilmington College administers its academic processes with integrity. The Faculty and Student Handbooks, the College Catalogs and comparable campus website pages prominently display the College's academic policies, procedures, and standards. (REF Fac, Adj Fac, Stud Handbooks, 2017 College Catalog, URL to website for Office of Academic Records) The Faculty and the Vice President of Academic Affairs oversee the development and review of academic policies and procedures. The Vice President through the Office of Academic Records enforces policies and procedures related to student course activity and degree progress. The

Faculty committee structure also ensures that fair and ethical procedures are followed, i.e. the Institutional Review Board, Academic Standards and Appeals Committee, Judicial Committee, and Grievance Committee (REF Committee Minutes over the period Fall 2013 – Spring 2016). The President monitors the integrity of academic processes through direct reports as does the Board of Trustees through reports from the President and through its Academic Affairs committee.

Wilmington College protects and discloses student academic information in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). In addition, the Student Handbook provides full information about the rights and responsibilities of the College, students, and parents under the Act and detailed explanations of College policies and procedures.   (REF 2017 Student Handbook page or section #)

The Student Handbook describes in detail student grievance procedures. Almost all student grievances against faculty are resolved through discussion and mediation. It is a sign of the success of the grievance procedure that very few students initiate a formal faculty grievance appeal.   [UPDATE HERE??] The Academic Standards and Appeals Committee for the main campus is comprised of the Associate VP for Academic Affairs (clerk of the committee), four faculty members with two year terms, and two students from main campus. The committee reviews appeals filed by students for the following reasons: additional probationary semester, late add/drop of a course, grade appeal, extension for an incomplete grade and an appeal for a charge of academic misconduct. The committee may also review any appropriate issues dealing with academic standards. Records of all cases are placed in student files. Meeting minutes are posted on the campus intranet.

The external programs use a different student grievance model with a committee of the Vice President for External Programs (VPEP) and two full–time faculty members. Between 2013 and Spring 2017, there have been four minor complaints investigated by the Vice President. None escalated to the formal level; all were resolved to satisfaction of the student.

Procedures and hearing boards have been established for student judicial infractions, student grievances, and allegations of sexual harassment as well as formal academic appeals. Appellate rights are clearly delineated in the Student Handbook (REF 2017 Section #). The most serious incident that tested the College's judicial process was in November 2013 when 14 students were arrested for their roles in a Greek fraternity hazing incident that resulted in serious medical

harm to a student. The Clinton County prosecutor charged each of the defendants with either misdemeanor assault or hazing and ultimately they were sentenced in the municipal court. The College president enforced the College's ban on hazing by suspending the fraternity until at least Fall 2020.The fraternity members unsuccessfully appealed the College decision. Individual students were also subjected to campus judicial review. The Director of Greek Life oversees the training of Greek organization members on the definition and legal consequences of hazing and maintains group and individual records on training completion.

PERSONNEL INTEGRITY

Wilmington College values highly the integrity of its personnel and guards against conflicts of interest and nepotism. The Board of Trustees (BOT July 22 2005) approved by-law provisions relating to conflict of interest. (REF WC Trustee By-Laws (modified April 2017).pdf "Article VIII"). In 2005 and 2007, the College adopted conflict of interest guidelines that require all employees with fiduciary and administrative responsibilities to act in its best interest, exercise the utmost good faith, and refrain from accepting gifts of any substantial value that may influence their actions affecting the College. Senior administrators execute an annual questionnaire and disclosure agreement, which is compiled by an assistant to the President and summarized in a report for his review. Violation of the conflict of interest policy carries appropriate disciplinary action.   (Disclosure reports are maintained in the Office of the President)

A separate but related conflict of interest policy applies to non-senior administrators, support staff, and faculty (Administrative and Staff Handbook Sec. 312: March 2017). The College's Administrative and Staff Handbook (Section 107) addresses nepotism by establishing that employees cannot supervise a relative, defined to include domestic partners. The Faculty led a process that resulted in language addressing potential conflicts that are particularly relevant to faculty, including intimate relationships with students, payment for giving workshops while officially representing the College, and charging students for adopting one's own publications or teaching aids without permission from the VPAA (REF Fac Handbook 2.12, 2.11.2, 6.3-6; Faculty approved Fall 2005; BoT Jan 2006; Adjunct Faculty Handbook, 2.8, 6.3-4.) [VERIFY with 2017 handbooks].

Wilmington College provides comprehensive information about employee rights and responsibilities in a series of separate handbooks for administrators and staff, faculty, and adjunct faculty. (REF MOST RECENT Adm/Staff, Faculty, and Adjunct Fac handbooks). These handbooks are available on the Intranet. Initially, employees receive background details about fringe benefits, rules, and procedures during an

orientation process with the Director of Human Resources and with the immediate supervisor. The Office of Academic Affairs and respective area coordinators provide supplemental orientations and mentorship for new faculty and adjunct faculty members. Policy updates are shared with faculty at regular Faculty meetings and with administrators and support staff at area meetings or through representatives on Staff Council or Human Resources Council. Detailed information about fringe benefits is available at an annual all-employees benefits meeting. The College has a clear grievance policy, with procedures for filing a complaint listed in each handbook.

From 2013 through June 2017, the Office of Human Resources reports no staff grievances filed. The Office of Academic Affairs reports two faculty grievances since 2013 (both settled) and one staff grievance since 2013, also settled.

The College complies with the Health Information Portability and Privacy Act (HIPPA), overseen by the Office of Human Resources.

INTEGRITY IN AUXILIARY SERVICES

The College has the following auxiliary contracts with third parties: Aegis (Campus Safety)- a one-year contract automatically renews for additional one year periods unless provided notice; Follett (Campus Bookstore) has a self-renewing contract for one year periods unless provided written notice; Alpha & Omega (Custodial Services) has a self-renewing annual contract; and Sodexo (Dining Services) has a five year agreement starting 2015, and then year to year unless terminated. Conference Services and Residence Hall Services are considered internal auxiliary services with their activities reflected in the College financial reports.

The College, with the approval and oversight of the Board of Trustees, operates certain of its farmland holdings as an auxiliary enterprise for the benefit of the College. The farmland lease for cultivation under legal contract is with Larry Roberts II (dba Roberts Farms), lease terminating in Dec. 2018, subject to renewal or extension under a new contract. The Office of Business and Financial Affairs oversees these auxiliary contracts and maintains copies of all campus contracts.

Aegis, the campus safety contractor, schedules campus safety officers 24 hours a day, 7 days a week to provide security for the campus buildings and grounds in an effective and non-aggressive manner. For the protection of all students, the Campus Safety Office maintains records of all persons found in academic buildings after lock-up time as well as reports of incidents involving violations of law or

College regulations in which a Campus Safety officer is involved or receives a report. The Office of Student Affairs, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), links the College's Annual Security Report (ASR) with the U.S. Education Department's Office of Post-Secondary Education (OPE) web site [OPE ID: 00314200] (REF https://ope.ed.gov/campussafety/#/).   This report also complies with the Higher Education Opportunity Act, the Campus SaVE Act (which is a reauthorization section included in the Violence against Women Act), The Higher Education Act (HEA), as amended by the Higher Education Opportunity Act (HEOA). The most recent three years of ASR's indicate that Wilmington College has experienced very few reported crimes. Sex offender registration information provided online by the Clinton County Sheriff is linked from the campus website in compliance with the federal Campus Sex Crimes Prevention Act (2002) REF [https://www.wilmington.edu/student-life/campus-safety/]. As of August 2017, there were seven sex offenders registered within the vicinity of the college with one Tier 1 offender enrolled as a commuting student.

We Care is a comprehensive Sexual Assault Awareness program at Wilmington College. The College's campus Sexual Assault Awareness program, headed by the VP for Student Affairs, also the Title IX compliance officer, had an external review February, 2017 by the Ohio Attorney General's Office, mandated by the US Department of Justice. The purpose of the review was to assess the DOJ grant-funded program's operations, services, activities and record keeping. The visit report said, "I do not see any programmatic issues with your agency. Keep up the amazing work that you do!" (REF SA Campus Sexual Assault Program OAG 2017 site visit.doc}

FAIR AND ETHICAL POLICIES & PRACTICES

As a Quaker college, Wilmington assures fair policy outcomes through consensus decision-making. During the 2006-07 academic year, the campus Governance Review Committee (GRC) used an inclusive process to develop its final report to the Board of Trustees in April 2008 (REF WC Governance Report 2008 04 02.doc). In its report, the GRC recognized the importance of consensus in Wilmington's Quaker heritage and institutional history and advocated a conception of consensus based on unity rather than unanimity. Based on that historical context and report, Wilmington's current governance system is based on openness and broad

participation as well as the values of communication and unity in the decision-making process. As a part of its commitment to consensus decision-making, the campus community recognizes that time constraints, the right to privacy, and other considerations may periodically require the President or Board of Trustees to make final decisions without full community participation. In July 2017 the President described how he, a task force of Trustees, and the President's Council had worked together in confidential meetings two to three times per month over a period of 18 months to make several difficult budget management decisions (REF WC PRESIDENT – Email 2017 07 17 on budget issue.docx).

The Board of Trustees ensures that the institution articulates and abides by policies and procedures that are legal, financially responsible, and fair, as evidenced by its by-laws (REF WC Trustee By-Laws (modified April 2017).pdf). The Board of Trustees, having fiduciary responsibility for the institution, approves the College's budget, including student tuition and fees, and personnel compensation, and it controls the institution's assets, investments, debt, and physical plant. At its quarterly meetings, the Board reviews financial statements and reports about College affairs from the administration, faculty, and students. As an example of fiscal fairness, the College makes sure faculty members of similar rank and experience are paid equitably.   Each year the VPAA conducts a faculty salary equity adjustment review for the year per the Salary Policy in the Faculty Handbook Appendix 1.20 (REF Faculty Handbook 2017). In 2017, for the first time since reviews began, all faculty fall within the median salary range per rank and are within the specified amount of the median (with 5 or more years) for that rank. No faculty member required an equity adjustment for FY 2018.

Information about compliance procedures is available in the College Catalog and in the respective handbooks covering students, faculty, support staff, and administrators. All handbooks are available on the Intranet. The Title IX coordinator handles all sexual harassment complaints. The handbooks provide that students and employees have additional options to file complaints with external federal or state agencies.

2.B - Core Component 2.B

The Institution Presents Itself Clearly and Completely to Its Students and to the Public with Regard to Its Programs, Requirements, Faculty and Staff, Costs to Students, Control, and Accreditation Relationships.

Argument

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

Wilmington College presents itself clearly and completely to its students and to the public.

Wilmington College official catalogs offer a comprehensive statement of the College's academic programs, admission requirements, curricular and academic progress requirements, tuition and fee schedules, and information on faculty and staff, including credentials, available in identical print handbooks and online versions (REF LIST handbooks, catalogs = ALL LINKS TO PDF'S).

The College publishes an annual catalog for the Main campus programs, available on the Intranet and external campus website. Hard copies of the Catalog are available to faculty, academic administrators and new students. The current and several previous versions of the Main campus College Catalog are available to students and the public on the Wilmington College website (REF Office of Academic Records, REF current Catalogs as pdf's). Full descriptions of general education, major field, minor field, licensure, and certification requirements appear in the Catalog. The majors Education and Athletic Training require an application process for admission into the major following completion of pre–professional requirements. Such requirements are listed in the description of those majors in the Catalog and are publicly available.

Campus website links from the Office of Academic Records direct visitors to the Main Catalog Archive and other topics, including requesting a transcript, academic standing requirements, the Fresh Start policy, graduation requirements, a listing of majors and minors, policies governing nontraditional credit, and academic records policy, which apply to all students.

The external programs, also called the Adult Pathway programs, are represented in the Wilmington College – Cincinnati current catalog, featured prominently on the Adult Pathway portion of the campus website (REF Campus website URL). Course schedules and application processes also are provided to prospective students and the public on the website.

The Catalogs and College web page (WC URL "About Wilmington") contain accurate statements of the College's relationship to the Higher Learning Commission (HLC) and its affiliation with the Religious Society of Friends. Program specific accreditation status is described in each annual Catalog along with program descriptions. Accreditation of the Education program by Teacher Education Accreditation Council is for a period of five years, from 2012 –2017 with an extension granted. TEAC accreditation is now administered by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

2.C - Core Component 2.C

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

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

CORE COMPONENT 2.C.: The Governing Board of the Institution is Sufficiently Autonomous to Make Decisions in the Best Interest of the Institution and to Assure its Integrity.

Criterion 2 .C. 1 .: The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board of Trustees of Wilmington College is the governing board and consistently focuses on how to preserve and enhance the institution. Wilmington's Board of Trustees oversees the College's Mission, financial health, and academic quality. The Board is autonomous and does not report to any other entity. The Board bylaws (Article I, Sec. C.10) specifically require autonomy: "Preserve institutional autonomy while upholding the underlying Quaker testimonies that guide and inform policy decisions (REF WC Trustee By-Laws (modified April 2017).pdf). The Board does request approval of the Wilmington Yearly Meeting (regional Quaker body) on Board appointments.[REF WC Trustee By-Laws (modified April 2017).pdf]. The Board is required to give careful consideration to advice from appointed representatives of the Wilmington Yearly Meeting (REF WC Trustee By-Laws (modified April 2017).pdf ; *Faith and Practice of Wilmington Yearly Meeting of the Religious Society of Friends* 1977 p. 89). Board composition is outlined in the Trustee by-laws (2017) and states that the Board "shall consist of at least thirteen

and not more than thirty-three members, a majority of which shall be members of the Religious Society of Friends." (REF WC Trustee By-Laws (modified April 2017).pdf) Appointment of Board members, length of term, terms of office, statement of orientation of newly elected board members, and qualifications for Trustee Emeriti and Life Trustees are outlined in the bylaws (REF WC Trustee By-Laws (modified April 2017).pdf). The Board appoints and evaluates the College president. The Board meets three times a year to approve academic programs and policies recommended through Campus processes, the budget and long-range plans, and candidates for degrees. Board minutes for the last three years (REF 2014 – Summer 2017) show a high-percentage member attendance rate in regular discussions of the College's financial health, enrollment, tuition and marketing strategies, facilities planning, and Board structure and makeup. The Board reviewed and approved the most recent institutional strategic plan in April 2017 (REF WC-Strategic-Plan-2020-BD approved-April-2017.pdf). The Board approved a reduction in personnel and a one-time endowment draw in July 2017 to address the Main campus operating budget deficit (REF WC PRESIDENT – Email 2017 07 17 on budget issue.docx).

The Board uses the consensus decision-making process associated with the Religious
Society of Friends. The Trusteeship committee has the responsibility of developing "an effective and highly-qualified Board of Trustees for Wilmington College." This committee "shall create
an ideal Board profile considering the needs and requirements and shall maintain an information profile of the current Board as to age, skills, affiliation, geographic distribution, religion, etc." (REF WC Trustee By-Laws (modified April 2017).pdf). Each October, which is the first Board meeting following the opening of the academic year; a Board profile is distributed to the Trusteeship members to review. This helps identify desirable attributes in prospective Board members. For example, at the first meeting of the Trusteeship Committee for academic year 2012-13, the low numbers of women and persons of color on the Board were discussed. The Committee now monitors Board diversity by identifying qualified prospective candidates for Board consideration from these categories.

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

In its decision-making process, the Board considers internal and external constituencies. The Board meets three times a year, and its standing committees meet at least three times a year. These standing committees (Executive, Trusteeship, Finance & Audit, Academic Affairs, Student Life, Buildings and Grounds, College Advancement, and Enrollment Management) represent both internal and external constituencies, and their functions are explained in the by-laws. When these committees meet, they consult administrators, faculty members, student government leaders, Staff Council members, and students (REF WC Trustee By-Laws (modified April 2017).pdf).

The presidential search process illustrates how the Board addresses the interests of its constituencies. Prior to 2012, the presidential search committee did not include administrators, staff, or students. The Board had listened and responded to staff concerns, immediately appointing additional constituent representatives. All committee members had an equal chance to participate in candidate selection and make recommendations to the Board, which made the final selection in 2012. Now the College Articles of Incorporation (REF WC Articles of Incorporation 1875 – 2014.docx -- updated 2014 VERIFY ANY MORE RECENT?) require that "The president shall be selected from a list of candidates presented by a committee made up of three members of the Board of Trustees, two members of the Faculty of the College, two members of the Wilmington Yearly Meeting, one member of the Administration of the College, one member of the Staff of the College and one student from the College duly named for this service." (REF WC Articles of Incorporation 1875 – 2014.docx).

Criterion 2 .C. 3 . : The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The Board of Trustees preserves its independence in part due to its rules and protocols. The Board also requires members to complete annual forms that describe activities or relationships that might cause a conflict of interest – Article VIII of the Board of Trustee by-laws (REF WC Trustee By-Laws (modified April 2017).pdf). Conflict of Interest, defines a conflict of interest and states that a board member shall disclose any conflict of interest as soon as s/he is aware and "shall absent

himself/herself from the discussion of the issue in committee or in plenary session. The minutes shall reflect such disclosure and abstention from the decision-making." (REF WC Trustee By-Laws (modified April 2017).pdf). The Executive Committee and Trusteeship committees have revised and implemented tools for evaluating the President and Board members. These tools are on file in the President's Office.

Criterion 2 .C. 4. : The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

The by-laws of the Board (REF WC Trustee By-Laws (modified April 2017).pdf) explain that the educational and managerial affairs of the College are delegated to the President. The Academic Affairs standing committee of the Board and the President's reporting function to the Board also show that the Board is informed of daily affairs but does not interfere in them. The Trustee Protocol also notes that each trustee shall serve as a policy-maker and overseer and not as an administrator. (Editor Note: Protocol not in Bylaws? REF where ?) The roles and responsibilities of the Faculty, the Vice President for Academic Affairs, and other administrators within Academic Affairs are outlined in the Faculty Handbook 2017. The Faculty Handbook also describes how the Board of Trustees and the College president are to interact and cooperate in terms of educational and institutional decision-making.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

CORE COMPONENT 2.D. : The Institution is Committed to Freedom of Expression and the Pursuit of Truth in Teaching and Learning.

The Wilmington College Faculty Handbook (Section 2.9.1) (REF Faculty Handbook 2017 section 2.9.1) articulates the institution's commitment to academic freedom. The Faculty Handbook (REF Section 6.5) also contains a specific provision permitting faculty to support any legal political activity. The institution asks only that faculty members make clear that their position on a particular issue does not indicate the College's position on that issue. Similar statements of support for academic freedom are found in Adjunct Faculty and Student handbooks (REF Adjunct Fac Handbook 2017, 2.7.1; Student Handbook 2017 VERIFY p118 of 2016 ed.). The concept of academic freedom contained in the Faculty and Student Handbooks includes a definition of academic freedom approved by the Faculty Meeting in 2013 (REF FAC MIN May 15 2013.pdf).

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

CORE COMPONENT 2.E.: The Institution Ensures that Faculty, Students, and Staff Acquire,
Discover, and Apply Knowledge Responsibly.

Criterion 2.E.1.: The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Wilmington College has policies to ensure the responsible acquisition and use of knowledge by students, faculty, and staff. The College has an Institutional Review Board (IRB) that oversees the ethics of research on human subjects conducted by faculty, staff, students, or others on campus and assures compliance with the College's informed consent policies ("Faculty Handbook Appendix 1.14" ; also find this new policy ANIMAL CARE AND RESEARCH REF: Handbook section 1.6.3 & Appendix 1.3). The guidelines and request forms for the IRB are available on the Intranet, in the office of Academic Affairs, and in the Faculty Handbook and the Student Handbook. Logs of IRB requests and approvals ("IRB Logs 2012" and "IRB Logs 2013",) show that 89 research requests were made in Fall 2012 UPDATE IRB NUMBERS. There is a deliberate effort put into seeing that anyone doing research on campus (not just faculty or students) with human subjects, especially all survey research, is using the IRB, and the log reflects this. (VERIFY) IRB applications are kept on file in the Office of Academic Affairs.

Faculty emphasize the ethics of research through their syllabi, classroom instruction, and feedback. Undergraduate students engage in research projects at Wilmington College, from short English 101 papers where they are

introduced to information research methods, to laboratory research, senior capstone papers, and guided research with faculty members. ~~While Student and Staff Handbooks include an acceptable use policy for the computer system and network, the Faculty Handbooks do not~~. The sub-committee recommends that all handbooks adopt the same policy and has recommended such a change to Faculty Council, which has brought this forward for discussion to the Faculty Meeting—STATE UPDATED PROCESS. [ACCEPTABLE USE POLICY UPDATED—See Fac Handbook 1.22]

The College's Watson Library provides support to faculty, students, and staff conducting information research. Services include individual and group instruction on conducting literature reviews and implementing citation styles. Librarians assist in verifying citations, adhering to specific citation styles for publication, and observing copyright laws.

Criterion 2 .E. 2 .: Students are offered guidance in the ethical use of information resources.

The College takes seriously issues related to integrity in the student use of information and data in research through its policies on plagiarism made explicit in the Student Handbook and in individual course syllabi. Ethical use of information resources is reinforced through appropriate instruction in English 101, by faculty assigning research projects, by librarians working with students as individuals and in groups, and in remedial sessions provided by the Writing Center. (REF 2017 Student Handbook "Academic Misconduct," ENG101 syllabus, Writing Center description of session). The faculty Writing Skills Coordinator coordinates the assessment of student writing skills, including the ethical use of information. The establishment of the Office of Institutional Effectiveness in 2014 has centralized assessment record keeping and data analysis, enabling more precise monitoring of student ethical use of information.

EN101: Writing II course taken by most students provides intentional instruction by faculty and librarians on the principles of ethical research and bibliographic information. Students in required courses in the majors receive guidance on more advanced ethical topics that apply to their respective disciplines from faculty and librarians. The College has adjusted its policies to account for changes in the student population. The English faculty noticed that many cases of plagiarism were committed by transfer students from community colleges. Further analysis by the Registrar revealed that these students had completed their

composition requirement at other institutions and therefore had not been exposed to the ethical research instruction held in EN101: Writing II. As a result, the College created a "plagiarism refresher" class run by the Coordinator of the Writing Center. When instructors discover a plagiarism case and refer it to the Academic Standards and Appeals Committee, the Committee decides whether the student needs to take the "refresher" class in addition to any other penalties. (GET 2016–17 NUMBERS FROM JUDY HARVEY when she returns in August; REF Harvey report)

Criterion 2 .E. 3 . : The institution has and enforces policies on academic honesty and integrity.

Wilmington College's rules about academic standing and academic honesty are clearly articulated and well disseminated through all Catalogs and Student Handbook (REF Academic Misconduct section #). All cases of academic dishonesty are handled in the Office of Academic Affairs, which maintains the records. The College has an Academic Standards and Appeals Committee and a Judicial Board to hear and decide student appeals concerning academic policies and alleged violations of the academic code.   [UPDATE Complaint Log Info]

Wilmington College carefully follows its policies and procedures, ensuring that all of its constituents are treated fairly. A good example of this is how the College followed its formal judicial review policies outlined in the student handbook (link) regarding hazing and infractions of Title IX policies in the 2013–2014 academic year during a difficult situation. In the Fall of 2013, a hazing incident occurred at the Gamma Phi Gamma house, a local fraternity. One student was taken to the hospital with severe injuries and ended up losing a testicle. This incident was widely reported in the national news. The College filed a complaint on November 14, 2013 against Gamma Phi Gamma as an organization and also filed complaints against individuals in the fraternity who were present at the incident. In full accordance with policies and procedures in the Student Handbook, the College held private judicial hearings on December 5 and 6 2013 where students were allowed to be accompanied by an individual from the community for support. The result of these hearings were a recommendation that the fraternity be permanently banned from campus and various individual members placed on probation or suspended. A sanction letter was sent to the organization on December 12, 2013. Gamma Phi Gamma appealed, as was their right under the College's judicial process, and an appeal was heard on December 23, 2013. The Appeal Board supported the original decision to prohibit the fraternity. According to College policy, Gamma Phi Gamma

could submit a final appeal to the College President, which they did. On February 7, 2014 President Reynolds made the final decision to modify the Judicial Board sanctions. The fraternity had a 5 year suspension of all activities, one alumni was removed from the alumni foundation, and Gamma Phi Gamma are not allowed to recruit new members of the organization for 5 years (since extended to 6 years). They can reapply to be a College–sanctioned organization in 2019–2020. In this case, the College's policies and procedures for judicial review were followed to the letter.

In response to this incident, the College engaged in a period of reflection and self–examination. The College held a community meeting to discuss the incident in March 2014, created a listening panel with members of the administration, faculty, staff, and students, (link to Dan Kasztelan's email) and organized small conversation groups in April 2014 to continue discussion of the campus response to the incident and the place of the Greek system on a Quaker campus.

Summary

The institution acts with integrity; its conduct is ethical and responsible, based on its publicly available established policies and procedures and making use of formal hearing bodies.

EVALUATION OF CRITERION TWO

Wilmington College successfully operates with integrity and abides by fair and ethical policies, which are presented clearly in both print and digital forms. Wilmington's consensus governance model ensures that most decisions are made transparently and by an inclusive process. Processes for handling student complaints are fair and clearly presented with related judicial decisions records maintained in the Office of Academic Affairs. [?? does this include Student Affairs decisions? Branch location decisions? Be clear here]

Wilmington College presents itself clearly to students and the public. Important information about the College is available in both print and digital formats.

The Board of Trustees operates with integrity; it is autonomous and independent, and it delegates the daily management of the College to appropriate administrators.

The Board's priorities are to preserve and enhance the College, and they consider both internal and external constituents when they make decisions. The Board works for the institution's greater good and exercises its fiduciary responsibility. Wilmington College is committed to freedom of expression and the pursuit of truth. Wilmington College's policies and procedures ensure that knowledge is acquired and applied responsibly. Faculty and academic staff and librarians guide and monitor the way students use information. In summary, Wilmington College acts with integrity and decisions are made transparently. Transparent decision-making is being aided by the availability of the campus intranet and by the establishment of the Office of Institutional Effectiveness in 2014.

THE PATH FORWARD

The Wilmington College governance system is inclusive and transparent. Its consensus decision-making process sets the College apart from the majority of institutions, given its distinctive connection with the traditions of the Religious Society of Friends. The College's relationship with its Board is appropriate and healthy. The College should continue to build on these strengths and detect issues to address through regular operational audits (non-academic areas and facilities) and assessment of governance and decision-making processes. As the College motto instructs, the campus community can take "many small steps" toward the future outlined in Strategic Plan 2020:

- The College's process for collecting and documenting quantitative data for financial and academic decision-making has become more systematic with the establishment of the Office of Institutional Effectiveness. A next step would be developing an institution-wide system of data collection and storage (a digital repository). The *Strategic Plan 2020* made official the creation of a Technology Task Force to develop a Campus Master Information Technology Plan, which could include an institutional repository. Another step, to close the loop in institutional assessment, would be to assure that each report of data includes contextual information, evaluation, conclusions, and recommendations about the meaning and import of the report.
- The College should continue to redesign the campus website and the Intranet to improve the   intuitive and easy location of information about the College.

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post–baccalaureate, post–graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

CRITERION THREE: TEACHING & LEARNING – QUALITY, RESOURCES, & SUPPORT
The Institution Provides High Quality Education, Wherever and However its Offerings are Delivered.

INTRODUCTION

Wilmington College provides high quality education, both at our Main Campus and the Cincinnati branches. Our program of general education (ERef: "WC Catalog 2016–17," p 71–78) provides students with a liberal arts foundation and addresses the skills necessary to succeed in today's quickly changing global economy and in life. The institution also maintains a robust culture of student and faculty scholarship, as indicated by the annual student and faculty research forum and student presentations of research at national and international events (ERef: "AA Student Faculty Research 2013–2017," "AA Student/Faculty Research Forum

2017," "AA Student Faculty Research Forum 2016," "AA Student/Faculty Research Forum 2015"). Faculty have the appropriate credentials (ERef: "WC Catalog 2016–17," p 296–76) and are highly accessible to students. Academic support services (ERef: "AA Academic Support Services") are in place to sustain student learning, and diverse co-curricular programs (ERef: "SA Student Organizations 2015–16") create a rich educational environment for our students.

CORE COMPONENT 3.A.: The Institution's Degree Programs are Appropriate to Higher Education.

Wilmington College offers B.A. and B.S. degrees at the main campus and the Cincinnati branch locations (described in detail in the introduction). The College suspended its M.Ed. program in 2012. The College offers 27 degrees, 23 on main campus and 4 unique to the branch, in a variety of fields, including social sciences, humanities, business administration and accounting, fine arts, natural sciences, athletic training, agriculture, etc (ERef: "WC Catalog 2016–17," p 69–70, "Cincinnati Branch Catalog 2016–17" p 59–67. Majors unique to the branch are geared toward adult learners and students completing degrees from two-year institutions: Liberal Studies, Multimedia Studies, Strategic Organizational Leadership, and Strategic Human Resources Management. Major programs consist of 32 to 56 semester hours, with exemptions for programs with external accrediting requirements (Education and Athletic Training). The minimum number of credit hours for a minor is 20.

All major and minor programs were revised for the transition to the new general education system in Fall 2013. Each program is designed by its faculty, and 86% (25 out of 29) of major programs (including unique concentrations within majors) have capstone/research components, which involve research, writing, and presentation skills or public display/performance requirements (ERef: "AA Major capstone courses"). All programs, including general education, undergo regular review on a five-year cycle by submitting a report to the Program Review committee, which includes results of assessment, plans for the future, and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. The Program Review committee responds to the report, and its results are used in future decision-making

by the program (ERef: "AA ASSESS Program Review Schedule," "AA ASSESS program review sample," "AA ASSESS Program review sample response"). Each program also submits a yearly assessment report, which includes assessment data, reporting on program goals, and a SWOT analysis. Programs use both Program Review and Assessment reports to hold themselves accountable, make decisions for the future, and guide budgeting requests.

Criterion 3 .A. 1 . : Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Wilmington College operates on a semester calendar and awards credit in semester hour units. Degrees are awarded upon the recommendation of the Faculty Meeting. Bachelor's degrees require that students complete 124 semester hours; a minimum of 30 must be completed at Wilmington College and 40 hours must consist of upper division work (ERef: "WC Catalog 2016–17," p 43). Undergraduates must have a grade point average of at least 2.0 in the major, minor, and overall, and complete general education requirements. Courses at Wilmington College reflect different levels of expected student performance by numbering, which is explained in the Catalog under the heading Academic Courses/Definition of Courses (ERef: "WC Catalog 2016–17," p 60).

The Faculty Handbook designates that the faculty control the curriculum. The College's governance process for curricular change is anchored by the Academic Policies Committee (APC) and Faculty Meeting, and it keeps courses current and programs coherent at all locations and in all programs ("WC Catalog 2016–17," p 134, 148). Curriculum changes since the last HLC review (ERef: Summarized in "Curriculum Change History 2013–2017") demonstrate that the Faculty Meeting regularly updates the curriculum to respond to student interest, institutional feasibility, and assessment results. One example of this process of curricular change is the evolution general education program, which is outlined in Criterion 3.B.1.

In addition to general education, individual programs remain current. Every program on campus completed a revision of its major, minor, and course offerings in the 2013 transition to the 4–credit hour system. Since then, areas have continued to revise their programs, guided by the results of assessment, program review, or budgetary needs. Two programs (Education and Athletic Training) are accredited by outside organizations and achieved successful accreditation recommendations in 2012 from the Teacher Education Accreditation Council (TEAC) and the Commission on Accreditation of Athletic Training Education (CAATE), respectively (ERef: "AA CAATE Accreditation Letter 2012", "AA TEAC Accreditation Letter 2012," and "AA TEAC Report 2011").

Criterion 3 .A. 2 .: The institution articulates and differentiates learning goals for its undergraduate, graduate, post–baccalaureate, post–graduate, and certificate programs.

Learning goals and objectives for individual major, minor, and other academic programs (e.g. Honors Program) are updated regularly. As a whole, they were updated in the 2007–08 year and approved through the Assessment Committee[w17] . However, programs revisit their learning goals on a yearly basis as they complete their yearly Major Assessment Reports (submitted beginning in May 2013) and again during the process of Program Review every five years. They may propose adjustments to the Assessment Committee at those times. Moreover, faculty completed "course alignment forms" for every course on campus. These course alignment forms described how each course met goals in general education (including basic areas of thought and expression, skills, and global education), mission–driven values, and major programs (ERef: "ACA ASSESS Course Alignment Process," "ACA ASSESS Course Alignment Humanities Goals," "ACA ASSESS Sample Course Alignment Form Completed").

Learning goals for programs that are shared by the main campus and the branches are the same. Student learning outcomes (SLOs) were also reviewed by individual programs in the transition to the 4–credit hour system, and each listed student–learning outcome has a method of assessment attached.

New general education goals were approved by the Faculty Meeting in 2013 and revisited again by the Faculty Meeting and Area Coordinators in March 2017 (ERef: "ACA General Education Goals and Objectives"). In March 2017, faculty members were asked to review the Goals and Objectives for general education and to make suggestions for revision by April 10, 2017. No formal changes to these Goals and Objectives have been made at this time (ERef: "Faculty Meeting Minutes, March 27, 2017"). The general education program intentionally applies the College's Mission for student learning by focusing on mastery of basic areas of thought and expression, a global perspective, and development of transferable skills.

The College only offered one graduate degree, the M.Ed., and this program was suspended in Spring 2014. There were many factors that led the College to lay down this program, including changes in Ohio education law and a shift in the student enrollment profile. When the program was operational, graduate work was distinguished from undergraduate work in the Education program by the use of EDU301: Educational Research Methods and the capstone course, EDU560: Contemporary Issues in Education, in which students completed a significant research project and delivered a public poster presentation on it. Graduate courses were taught with graduate level performance expectations. On occasion, by special permission, an undergraduate has enrolled in and completed requirements for a graduate course and received undergraduate credit toward the undergraduate degree. Past examples include Educational Psychology 510/214 and Special Education 520/309.

The College is currently pursuing a new MSAT, Masters of Science in Athletic Training, program in Athletic Training, which is under development by faculty in that program and will be operable by 2021–22. When this program is operational, graduate work will be clearly distinguished from undergraduate work.

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

Wilmington College's quality and learning goals for programs are consistent, and courses offered at multiple locations have the same academic standards. Courses that are offered under the same course number at multiple campuses are the same. For instance, in the referenced GL25 syllabi at the main and branch campus, both courses are overseen by the main campus Global Education director, and both courses must meet the requirements of GL425, even as instructors have freedom to design their own topics and assignments (ERef: "AA Global Education Manual," "AA GL425 Syllabus Branch Campus," "AA GL425 Syllabus Main Campus"). In these examples, professors use different readings to address the same GL425 goals of exposing students to "perspectives of cultures other than their own," "global issues," and "the interconnectedness of the world and their roles as engaged members of a global community." In the process, students must produce written work that analyzes "in detail" their global education and how it has affected their understanding of themselves as members of this global community.

The College has the same course approval process, through the APC, for all locations to ensure consistency between campuses. To include branch faculty in main campus governance, a representative of the branch sits on the Academic Policies Committee, Assessment Committee, and Program Review Committee, and branch faculty members attend the main campus faculty meeting when possible. Students may take courses at any location. The College Registrar maintains academic records for Wilmington College students at all locations.

Courses with multiple sections and multiple instructors are coordinated for consistency of learning goals. For example, although English 101 and Global Issues seminars vary by topic and instructor content, primary guidelines for each course are present in each section. In English 101, for example, all sections must include at least three major papers, at least one of which undergoes global revision and at least one of which is a properly documented research project, and a tri-partite introduction to the library (ERef: "AA EN101 course form"). GL425 sections follow the guidelines laid out in the Global Education Manual (ERef: "AA Global Education Manual"). Students in undergraduate programs at all locations follow the

same requirements for graduation, a long-standing policy. The College holds one graduation ceremony for all locations.

The College offers very few online courses (approximately 1-2 per semester), but it does have a policy for administering them that is consistent at both the Branch and the Main Campus. In Spring 2015, the Faculty Meeting approved policies for hybrid and online courses (ERef: "Faculty Meeting Minutes 2015-3-31," "AA Online Course Guidelines," "AA Online course qualifications" "AA Online course syllabus").

Wilmington College is a member of two regional higher education consortia: Greater Cincinnati Consortium of College and Universities (GCCCU) and the Southwest Ohio Council for Higher Education (SOCHE). Each consortium allows degree-seeking students at Wilmington College to attend a selected number of courses at host institutions. The catalog details the procedures for taking courses through consortium agreements and how those courses count for a Wilmington College degree ("WC Catalog," p 65-66). Approvals of transfer credits for courses taken at consortium institutions are maintained in individual student records by the Registrar, with faculty consultation in the relevant areas concerning course equivalencies.

Sources

There are no sources

3.B - Core Component 3.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.
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.
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.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
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.

Argument

CORE COMPONENT 3.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.

Criterion 3 .B . 1 : The general education program is appropriate to the Mission, educational offerings, and degree levels of the institution.

The general education program, implemented in Fall 2013, demonstrates how Wilmington College's Mission guides students' experiences. Moreover, based on assessments and institutional needs since 2013, the program is once again

undergoing a substantial revision that will maintain the Mission-driven and academic goals of general education while reducing its credit-hour burden on students.

The program serves the learning needs of both traditional and non-traditional students seeking a career-oriented liberal arts education, helping them develop proficiency in five skills that form the foundation for life-long learning and professional and personal success. It is also designed to facilitate more meaningful connections between general education courses and students' majors through the introduction and study of global issues that supersede disciplines. Based on recommendations from the 2003 accreditation review, the College reviewed its general education program to clarify learning goals to students and interpret the College Mission more clearly. Based on recommendations from a General Education Task Force and the Academic Policies Committee, the Faculty Meeting approved a new general education program in 2012, which was implemented for all students beginning with the matriculating cohort of Fall 2013. (ERef: "AA General Education 2013 revision components"). This general education system is clearly connected to the College's Mission. It creates intentional relationships between the Mission, the freshman and senior seminar classes, and global courses chosen by the student. Moreover, the College has illustrated flexibility by modifying the new general education system quickly as the need has arisen. The original program hindered transfer students in their ability to complete a degree in a timely manner, and several issues generated student and advisor dissatisfaction. The APC and Faculty Meeting have made amendments that addressed these issues without detracting from the Mission-driven goals of the program (ERef: "Faculty Work Day Minutes 2016-1-5," "Faculty Meeting Minutes 2016-1-11").

As implemented in 2013, the general education program asked students to complete 8 hours in each of four basic areas of thought and expression (Humanities, Fine Arts, Social Sciences, and Natural Sciences); 12 hours of writing-intensive (W) courses, and 4 hours each in courses with a designated skill infused: Critical Thinking (T), Quantitative Reasoning (Q), Oral Communication (O), and Information Literacy (I). In addition, students were required to complete a four-hour first-year experience global seminar, two global-designated (G) courses within one basic area of thought and expression, known as a "global module;" and a junior/senior global seminar. The goal was to make global education more organized and coherent. The freshman global seminar, two global courses within one area of thought and expression, and the senior global seminar were intended to allow students to see the links connecting the global components of their general education. Under this

system, transfer students completed a nearly identical course to GL125 known as GL127: Transfer Global Seminar: The Individual in a Global Society.

The Director of Global Education, in concert with the Faculty Meeting, used assessment results from the first years of the new general education program to modify the program, and this revision is ongoing. The faculty remains committed to the goals of general education but has refined it to fit the needs of students and the institution.

First, the transfer global seminar, GL127, was modified. Transfer students felt frustrated by GL127, feeling that it was condescending to take a lower-division course and receive study tips despite their previous college experience. Assessment results, including student surveys and focus groups with all sections of GL127, led the Faculty Meeting to change the seminar, making it a 300-level course, adding a more advanced research paper component, adding a writing-intensive "W" designation, and incorporating more career-focused academic planning (ERef: "AA ASSESS Global Report 2014-15," "Faculty Meeting Minutes 2013-9-17" and "Faculty Meeting Minutes 2015-3-31"). Moreover, GL425, which was originally a junior/senior seminar, became a senior-only seminar to emphasize its role as a capstone experience (ERef: "Faculty Meeting Minutes 2016-1-5").

The first-year seminar, GL125: First-Year Experience Seminar: The Individual in a Global Society, underwent only minor revisions based on the assessments discussed above. This course provides students an overview of the Mission and Core Values, the College's Quaker heritage, and the purpose of general education, including its global focus and skills-infused classes (ERef: "AA Global Education Manual 2016"). It also introduces students to college, with a focus on study skills, a four-year plan for college completion, and career preparation. Based on King and Baxter-Magolda's theory of development, it asks students to understand the coming-of-age processes of people different from themselves as they explore their own identity development. Faculty will consider the future of this course in the Fall 2017 semester, as they attempt to address several problems with it, including the fact that the majority of sections are taught by adjuncts and that sometimes the rigor of the course suffers due to lack of instructor enthusiasm. The Director of Global Education currently addresses these problems on a case by case basis. Students at the Branch complete GL129 in lieu of GL125 due to their different needs as primarily adult, non-traditional students. This course includes the introduction of Quaker values but omits the focus on coming-of-age experiences in favor of discussion about how students' past work experiences can and should guide their current educational plans.

The Faculty Meeting has already made revisions to the 2013 general education program regarding global modules and skills requirements. The general education program initially required students to declare a "global module" to indicate that they would take their two required global courses in one area of thought and expression (i.e., Humanities or Social Sciences). However, declaring modules quickly became a bureaucratic problem, requiring additional paperwork for each student, leading to confusion among students and advisors, and hampering transfer students from completing their general education in a timely manner. The Faculty Meeting, in consultation with the General Education Committee and the APC, decided in January 2016 that global modules would no longer be declared or tracked (ERef: "Faculty Meeting Minutes 2016–1–11"). Instead, the coherence of global courses would be emphasized in the first–year experience seminar and GL425, where students are asked to comment in writing about how their experience in global courses created an overarching meaning.

The Faculty Meeting likewise approved a change to the tracking of skills in January 2016. The general education system was designed to infuse the skills of oral communication (O), quantitative reasoning (Q), critical thinking (T), information literacy (I), and writing (W). Although the initial roll–out of the general education program required students to complete 3 W courses, 1 O course, 1 I course, 1 Q course, and 1 T course, the initial two years of this program proved onerous for transfer students to complete and challenging for students and advisors to track. The Faculty Meeting chose to remove all but the W skills courses for students but retained the labeling and presence of such courses in the curriculum. Faculty are held accountable, through agreed–upon policies and supervision by the General Education Skills Director, for providing instruction in and assessment of those skills, and the prevalence of all skills in the curriculum makes it likely that most students will complete each skill at least once. Students are still required to complete 3 W courses (ERef: "Faculty Work Day Minutes 2016–1–5").

The change in tracking student completion of skills does not reflect a diminished commitment to teaching or assessing those skills. Every general education course is required to infuse either one or two skills. In addition, many courses within the majors incorporate skills. Infused skills enable the College to connect its focus on jobs, careers, and vocation with the traditional liberal arts. A list of skills courses by program (ERef: "AA Skills Inventory 2017–18") reveals that, for instance, over the course of the 2017–18 year, the College is offering 107 T courses, 35 I courses, 25 O courses, and 42 Q courses. Of these courses, Q and T are taught by all of the four areas of thought and expression (natural sciences, social sciences, fine arts,

and humanities). I and O are taught by three of the four areas. Additionally, even applied programs like Athletic Training, Agriculture, Education, and Sport Management infuse skills into their courses. For instance, Agriculture teaches all five skills, while Communication Arts, Athletic Training, Sport Management, and Education teach four skills each.

Finally, in February 2016, the faculty determined that more revisions would be necessary to the general education program, and a General Education Ad Hoc Committee was designed for the 2016–2017 school year. With a goal of reducing the overall size of general education to permit students to double major or undertake minors, the Faculty Meeting eliminated the Personal Wellness requirement in May 2017. At this time, the Faculty also agreed to accept transfer students who have completed the Ohio Transfer Module or an Associate's Degree with the agreement that Wilmington College will consider their general education complete. Finally, it came to an agreement that the new maximum credits required for general education would be 44. Further changes to the general education curriculum will be made in Fall 2017 and will be implemented in the 2018–19 school year (ERef: "Curriculum Change History, 2013–2017," "Faculty Work Day Minutes 2017–5–16").

General education assessment began in 2013 with the use of infused skills rubrics and collection of essays produced in W courses, GL125, and GL425. Results of assessment can be found in Criterion 4.

Criterion 3 .B. 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.

The purposes, content, and intended learning outcomes of the general education program are articulated in the Undergraduate Catalog, on the College website, and through new student orientations (ERef: "WC Catalog 2016–17," p 71–78, "AA Global education online description"). Because assessment strategies were considered in its development, the College has and will continue to make informed decisions about how to refine the program in the future.
The general education program is intentionally grounded in the College Mission and has much in common with general education programs of peer institutions that were studied early in the development process. Wilmington used Seton Hall as a model

institution for its emphasis on embedded skills and looked carefully at the first-year experience courses of Seton Hall, Bluffton University, and Wittenberg University in the process of developing its first-year seminar. The focus on global knowledge builds on the previous general education program and attempts to rectify its problems with continuity and integration of courses. The program clarifies for students the College's intellectual and ethical values by requiring course selection from a controlled menu representing the traditional liberal arts and sciences. It infuses at least one of five foundational skills in every general education course. The general education program was also based on Wilmington's identification as a career-oriented liberal arts college, as the five infused skills focus on developing professional and executive skills, such as writing, speaking effectively, information literacy, quantitative analysis, and critical thinking.

Criterion 3 .B. 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.

The College has appropriate capstone, senior research, or internship requirements for the majority, 86%, or 25 out of 29, distinct programs (including unique concentrations within majors) on all campuses (ERef: "AA Major Capstone Courses"). Evidence from the Catalog indicates that majors are designed to prepare students through coursework and other experiences to succeed in such senior level requirements. These requirements are planned to help them integrate their learning to engage successfully in a major-appropriate project and clearly communicate their research or internship results. Evidence from Career Services (ERef: "WC Factbook 2015-16," p 19-21"), the annual Student/Faculty Research Forum (See 3.B.5), public programs featuring students in the arts, reports from students who have completed sponsored travel projects, and publications of faculty/student research demonstrate that the College degree programs do prepare students to engage successfully in their fields of study and to adapt well over time as the workplace and the professions evolve. The College has made a conscious effort to include skill development and practice in the new general education program and in courses in major/minor programs. Courses with skill designations follow the skill guidelines developed by the APC, Faculty Meeting, and the General Education Skills Director (ERef: "AA Skills Guidelines"). All major/minor curricula underwent review by APC and the Faculty Meeting in the 2011-12 year. All programs additionally submit to review in a five-year cycle through the Program Review process.

Criterion 3 .B. 4 . : The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Since 2002, Wilmington College has an official Diversity Statement (ERef: Faculty Handbook 2017–18, Diversity Statement, Appendix 1.17). The Wilmington College academic curriculum and co-curricular programs and activities have significant components that focus on diversity, creating a rich formal and contextual educational experience despite the College's challenge of a Midwestern rural location. In the general education program, the global education component includes global themed first-year and senior seminars and two global courses. Students must also complete a summative paper in GL425: Senior Global Seminar on what they have learned about the world from their first-year experience course, global courses, and final seminar in which they emphasize their role as individuals in a global society (ERef: "AA Global Education Manual 2016") .

Other courses in diversity are offered as part of academic programs or as general education electives. In Spring 2017, the College added an interdisciplinary minor in Race, Gender, and Ethnicity Studies, which includes an introductory course (ID134: Introduction to Race, Gender, and Ethnicity Studies) being taught for the first time in Fall 2017 and a dedicated course in English (Race, Gender, and Ethnicity in Literature) that will be taught for the first time in Spring 2018. Interdisciplinary courses throughout the curriculum that express a commitment to educating students about diversity are included as electives in this minor (ERef: "AA Race Gender Ethnicity Minor").

The Education program's Mission statement likewise focuses specifically on diversity, stating that "Students will have an understanding of and demonstrate evidence of ability to teach diverse groups of children and to develop an understanding of the particular culture and community in which they teach. As teachers, they will be able to create a positive environment that encourages active engagement in learning and self-motivation. They will become 'reflective practitioners for peaceful schools,' able to collaborate with others in building learning communities in their classrooms." Education classes feature diversity through instruction on children's literature, teaching strategies for diverse student populations, conflict resolution (open to all majors), and ProjectTRUST, an anti-bullying workshop offered to students in local schools through the Education program. All education students have practical experiences in high poverty, high diversity, urban settings. All field experiences are evaluated using the 7 Ohio Teacher Standards and an 8th standard for implementing Quaker values in the classroom (ERef: "AA Education Evaluation Rubric").

As noted in Criterion One, Wilmington College celebrates diversity, attempting to expose all students to diversity while making students from diverse backgrounds comfortable. The activities of the Office of Multicultural Affairs, the Residence Life programming, formal College programs (such as the Westheimer Peace Symposium, the Martin Luther King, Jr. Celebration, and educational programming for Black History Month and Women's History Month), and Service Learning activities are some examples of how the College promotes diversity (ERef: "Westheimer Symposium 2017," "SA Multicultural Affairs Website"). The Office of Multicultural Affairs has hosted field trips for students to the National Museum of African American History and Culture in December 2016 and Civil Rights trips to Atlanta and Memphis in 2016 and 2017, respectively. The Wilmington Institute for Stewardship and Engagement (WISE) program offers a regular course in a prison setting, WS350: Literacy in Prison, which allows students to learn with and interact with incarcerated individuals. In addition, students have annual opportunities for travel abroad with faculty members for course credit, as well as opportunities to attend international conferences such as the International Undergraduate Research Symposium in Agriculture (ERef: WC Factbook 2015–16, p 12, "AA International Undergraduate Research Symposium Schedule 2017," "AA International Undergraduate Research Symposium Report 2016," "AA Academic Travel Opportunities, 2016–present").

The Office of Multicultural Affairs recognizes and supports the academic achievements of its diverse student body by managing the Wilmington College Connections program, a mentorship program for freshman students of color and by holding a yearly Tyehimba Ceremony to celebrate the accomplishments of multicultural graduating seniors, presenting them with stoles to wear in the larger graduation ceremony and addressing each of their successes individually (ERef: "SA Wilmington College Connections," "SA Tyehimba Celebration"). The Director of Multicultural Affairs also advises and supports diverse student body groups including the Black Student Initiative, the Latino Student Association, the International Club, the Jewish Culture Club, and the Sexual Identity, Pride, Education, Community, Truth, Respect Alliance (SPECTRA). Through collaboration between the Director of Multicultural Affairs and these student organizations, the College hosts regular events such as African Village, the International Festival, the Interfaith Holiday Celebration, and the International Jam (ERef: "SA Multicultural Affairs Website").

In addition to supporting the diverse students we currently have, the institution makes active attempts to improve the diversity of its students, faculty, and staff. For

instance, the Athletic Department recently received an NCCA Ethnic Minority and Women's Internship grant, which was used to hire a woman as an assistant to the Vice President of Athletics in August 2016. We continue to aim for increased ethnic diversity in our faculty and staff. A recent faculty member of color left the institution for another job, but an incoming tenure-track faculty member in History is Mexican-American, and diverse hiring remains a priority for the College in the future.

Criterion 3 .B. 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.

The amount of original research and creative work performed by faculty and students on campus is appropriate to the College's small size and teaching Mission. Faculty maintain active research agendas in addition to fulfilling their teaching loads. Students perform research or present creative original works in a number of academic programs. Faculty works are published or presented in a number of different forms, including textbooks, peer-reviewed journal articles, art shows, theater productions, and presentations at conferences. From 2014-2017, Watson Library has honored 59 published works (articles, books, etc.) by Wilmington College faculty, staff, and students. (ERef: "AA Faculty Publications 2014-17).

Students showcase their work at the Student/Faculty Research Forum, established in 2010 and held annually in May. There, students and faculty display posters of their research and explain their work orally to visitors. Faculty and administrators serve as judges, giving prizes for the best overall project and the best project for each area of study. In addition to this forum, senior students present the results of their capstone work at a variety of forums. Honors students deliver their work at the Senior Honors Capstone presentation; Business students in MA333: Entrepreneurship present the business plans they have devised in class to the community at a campus-wide event; and performing arts and visual arts students showcase their work annually in public events in the Heiland Theatre, the McCoy Room, and the Harcum Art Gallery.

While these are on-campus opportunities, students also present their research off campus. In 2008, a Professor of Chemistry and Agriculture founded the International Undergraduate Research Symposium (IURS) at Wilmington College, with both students and faculty presenting original research. It is affiliated with the Fulbright Academy of Science and Technology, and since 2008 it has been held in

Ecuador, the Philippines, Kenya, Serbia, India, and Chicago, in addition to Wilmington College. It has afforded students and faculty members the opportunity to present their work around the globe. For instance, in 2010, a faculty member and two students presented in the Philippines and in 2012, a professor and three students presented research at the IURS conference in Serbia. The 2017 IURS was held at Wilmington College (ERef: "AA International Undergraduate Research Symposium Schedule 2017," "AA International Undergraduate Research Symposium Report 2016").

In the Humanities, two students, in English and History, presented their capstone research work at Butler University's Undergraduate Research Conference in April 2017, where they were accompanied by an English faculty member (ERef: "AA Undergraduate Research Conference Program"). In the Natural Sciences, a student/faculty collaboration on research is in the peer review process, and two students presented at the 2017 International Undergraduate Research Symposium. In the Social Sciences, students attend a yearly lobbyist training with Friends Committee on National Legislation and then lobby their members of Congress regarding political issues that promote Quaker values of peace and social justice (ERef: "AA FCNL Lobbying Trip 2017").

In Athletic Training, members of the senior capstone class present their original research projects in the student research segment of the Ohio Athletic Trainers' Association yearly conference. Many subsequently have their work published in the organization's journal, the *Journal of Sports Medicine and Allied Health Sciences: Official Journal of the Ohio Athletic Trainers Association* (ERef: "ACA Student Research in Athletic Training"). In Agriculture, the Soil Judging team participates in the Northeast Regional Intercollegiate Soil Judging contest, most recently held in 2016 at Penn State University, and agriculture students lobbied their Congress members in Washington, DC regarding agricultural issues in Fall 2015 and Fall 2016 (ERef: "SA Soil Judging Team Competition 2016," "SA Agricultural Lobbying Trip 2016"). Students affiliated with the Peace Resource center developed and presented an exhibit on Peace Resource Center founder Barbara Reynolds, which they displayed online, presented in the Peace Resource Center, and at events in Dayton and Northern Ireland (ERef: "AA Student faculty research 2015–2017"). In addition to these examples, a larger selection of student/faculty collaborative

research work can be seen in the Evidence document "AA Student Faculty Research 2015–17".

The College values faculty scholarship across disciplines. In 2010, academic areas developed a list of what types of works constituted research or professional development in their fields, to be referenced in Promotion and Tenure processes, requests for development funds, and requests for sabbatical leave. Areas also revised what was considered excellent and merely sufficient in terms of scholarly activity (ERef: "AA Faculty Handbook 2016–17," Section 2.5.2, p. 32–34). In doing so, the College strengthened requirements for scholarship, and the Tenure, Promotion, and Review Committee upholds those requirements in making its recommendations for faculty tenure and promotion. To encourage faculty to pursue scholarship, the College supports an active program of one- or two-semester sabbaticals for faculty, who are eligible to apply after every 6 years of service. The College grants 5 sabbaticals a year, on average, dependent upon budget constraints. Faculty returning from sabbatical leave make campus presentations organized by the Instructional Development and Research Committee (IDRC) and provide the VPAA with a report that explains how their research will impact their teaching. Faculty members receive $600 per year for professional development (conference attendance, research materials, etc.) contingent upon completing their yearly self-evaluation on time.

Sources

There are no sources.

3.C-Core Component 3.C:

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, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.

Argument

CORE COMPONENT 3.C.: The institution has the faculty and staff needed for effective, high-quality programs and student services.

INTRODUCTION

Wilmington College employs highly qualified and dedicated staff and faculty to provide a comprehensive college experience for its students. Faculty are primarily responsible for the educational mission of the college and are

deeply involved with the development and assessment of the curriculum. They are also known for their supportive and positive relationships with students. The quality of faculty is maintained through a variety of evaluative processes, including course evaluations, yearly performance reviews and peer observations. Experienced and

skilled staff provide a wide range of services and co-curricular programming to support the mission of the college. The College is committed to professional development of faculty and staff.

Criterion 3 .C. 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, establishment of academic credentials for instructional staff; involvement in assessment of student learning.

WC depends heavily on full time faculty to achieve its educational mission. The faculty at WC is a considerable strength of the college, both in stability and longevity [Ref: faculty longevity chart]. The college has sufficient full-time faculty, and does not rely heavily on adjunct faculty to meet instructional needs. For example, although there were 50 part-time faculty in the fall of 2016, less than 22% of credit hours were taught by adjuncts. [Ref: chart reflecting balance of Ft and adjunct faculty at both campuses] Adjuncts are supervised by the Area Coordinators and receive an Adjunct Handbook [Ref: Adjunct faculty handbook]]. Whenever possible, vacant positions are filled by a full-time visiting professor rather than distributed over several adjuncts.

The number of full-time faculty at WC has remained consistent for many years. Over the last five years, Wilmington College has had an average of 66 full-time faculty per year. In the fall of 2016, the college had 65 full-time faculty, and the faculty to student ratio on the main campus was 15 to 1. Fifty of the 65 full-time faculty are tenured or in a tenure-track position. The administrative emphasis on offering a pathway to tenure-track faculty contributes to the long- term service of many of the professors. In fact, the college have many faculty members with over ____years of service [Ref: faculty longevity chart].

Of the 65 full-time faculty, there are three who teach on the Cincinnati campuses year-round. In addition, some main campus full-time faculty members provide instruction at the branches and additional locations in addition to their main campus duties. For example, in the fall semester 2017 the branches will offer 33 courses. Of these courses, 12 will be taught by full-time faculty. The Cincinnati branch

adjunct faculty members are qualified and highly stable, with several teaching for more than 20 years, and most of the remainder for at least five years. Many adjuncts teach at other institutions of higher learning. Each adjunct at the branch is assigned a faculty mentor who reviews the adjunct's syllabus prior to its being posted on Blackboard, and provides teaching guidance during the term. Branch adjuncts are expected to attend a faculty meeting, which is held once or twice a year, depending on need.

The VPAA manages all faculty positions, using data to make strategic changes in the distribution and organization of faculty. For example, recent vacancies in the music department, the athletic training department and the art department were not filled. Instead, new faculty positions were created in high-need majors, such as Agriculture, to better serve the larger numbers of students in those areas.

Expectations for faculty workload are clearly stated in the handbook: "each full-time faculty person will teach 22 to 24 semester hours each year and will also carry a reasonable load of advising, committee work and other activities on behalf of the College." [Ref: Faculty Handbook (FH), 2.11.1]. If for some reason a faculty member must teach more than 24 hours, compensation will be commensurate with the overload.

Many faculty assume administrative duties in addition to their teaching load. Administrative duties are compensated with a stipend or a course release. For example, nine faculty serve as "Area Coordinators" on the main campus, and one faculty member serves as an Area Coordinator for the branch campus. In lieu of departments and department chairs, the college combines multiple disciplines into academic "areas", such as Humanities (English, History, Religion and Philosophy, and Spanish), Fine Arts (Art, Music, Theater, Communication Arts), and Social Sciences (Political Science, Psychology, Criminal Justice, Social Work and Sociology). Other disciplines with a large number of majors, such as Agriculture or Biology, have their own Area Coordinator. All Area Coordinators assist with scheduling, supervising faculty in their area, advising students in the summer and other administrative duties. A full description of the area coordinator duties for both locations is available in the faculty handbook [Ref: FH 1.4.2G.] Other Academic

Directors include the Writing in the Disciplines Director, the General Skills Director, the Global General Education Director, the Honors Program Director, and the WISE Director.

Faculty members play a strong role in the College's governance, especially through committee work, (the Committee Structure is outlined in the Appendices of the Faculty Handbook). Committee membership is based on faculty preference and final decisions by the VPAA and the Conveners of the Faculty Meeting. Because faculty members are generally expected to serve on committees, there is no additional compensation for the type or extent of committee work performed by a faculty member (or administrator, staff member, etc.). There is no formal policy for faculty committee loads. An informal policy of serving on two minor or one major committee has been in effect for a long time, but the College does not have a formal, written policy on how a faculty member's committee load should be given or determined. Generally, those with a heavy advising load are assigned a lighter committee load.

Per the Faculty Handbook, "As the group providing the principal educational service of the College, the faculty makes judgments on curriculum, scholarship, methods of instruction and aspects of student life related to the educational process [Ref: FH, App.1.9]." As described in 3.A.1., the College's governance process for curricular change is anchored by the Academic Policies Committee and Faculty Meeting, both of which include representatives from the branch campus. An example of successful curriculum change is represented by the modifications made over the last three years to the general education curriculum in response to assessment. The branch faculty participates in all significant committee activities related to the College. A full–time branch faculty member sites on the Program Review Committee, the Academic Policies Committee, and the Assessment Committee. The branch campus also has its own Academic Standards and Appeals Committee. This participation assures that all courses that are unique to the branch still comply with the learning goals and objectives of the College.

Learning objectives are consistent across all campuses and WC students may take courses at any location. In addition, the faculty at both locations are required to use

the same syllabus template developed by the faculty. [Ref: FH, App.1.9] Syllabi are checked every semester by staff in Academic Affairs for compliance to the shared template. Examples of shared expectations for student performance are reflected in the faculty–approved criteria for academic good standing [Ref: Catalog]. All campus locations are held to the same standards of academic integrity [Ref: App.1.18], although specific procedures vary by location due to the availability of faculty and staff.   On the main campus, the Academic Standards and Appeals Committee consists of the Associate Vice President for Academic Affairs, four faculty members and two students. The branch campus also has an Academic Standards and Appeals Committee, which consists of at least two of the three full–time branch faculty, the branch academic advisor, and the Vice President for External Programs. The committees review student appeals for a late drop/add of a course, requests for an additional probationary semester, grade appeals and other appeals related to academic standards.

INSERT PARAGRAPH FROM KB ON FACULTY ROLE IN ASSESSMENT

Criterion 3 .C. 2. : All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

The Faculty Handbook states: "It is the policy of Wilmington College to recruit and appoint faculty members who are well qualified and hold the doctorate or other appropriate terminal degree whenever possible. Special attention is given to each candidate's potential for teaching and scholarly excellence and for contributing to the College community." [Ref: FH, 2.1.6] Academic ranks include instructor, assistant professor, associate professor and professor. To be an instructor or an assistant professor, an individual must have earned a master's degree in the teaching field. Under certain circumstances equivalency experience can be considered. To be an associate or full professor, an individual must typically have a doctorate and at least six years of teaching experience. Exceptions are only made when individuals have outstanding work in teaching, scholarship or service. These qualifications are required of part–time faculty as well. [Ref; FH, 2.1.6] Wilmington College does not participate in a dual–credit program, but does participate in GCCCU, the Greater

Cincinnati College Consortium of Colleges and Universities and SOCHE, the Southwest Ohio Council for Higher Education.

Beginning in the fall of 2016, credentials are systematically reviewed for all faculty (full-time, part-time and adjunct) at both the main campus and the branch campus by their respective administrations. [Ref: FH 2.15.5.2]. Required documentation kept in each faculty member's personnel file includes the official academic transcript of highest degree earned, current resume/CV, and a Verification of Faculty Credentials Form [Ref: Verification of Faculty Credentials Form], completed by the VPAA for faculty and the Area Coordinator for Adjunct faculty.

Criterion 3 .C. 4. : The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The faculty handbook explicitly addresses the expectations for faculty performance as well as the procedure for evaluating faculty on an annual basis [Ref: FH, 2.5–2.5.3.1]. Faculty must submit an annual report to the VPAA that addresses three areas of performance: teaching, scholarly growth and service. Additional information is gathered from course evaluations from students and classroom observations completed by a peer [Ref: FH, App.1.7]. In May of 2013, faculty approved a policy requiring all faculty, of any rank, tenured or non-tenured, to be evaluated by a peer annually. The faculty member and the observer meet prior to the observation to discuss the objectives and methods for a selected class. The Peer Evaluator observes the class and prepares a thorough report that will be shared with the faculty member. If the faculty member is in agreement with the evaluator's summary, the report is signed and placed in the faculty member's official file. If there is disagreement, the faculty member can document his or her objections and submit them to the VPAA. [Ref: Sample of faculty self-evaluation and response form] Faculty who submit their annual evaluation on time are given $600 for professional development. Additional professional development opportunities are provided through the college's membership in two local consortiums: The Greater Cincinnati Consortium of Colleges and Universities (GCCCU) and the Southwest

Ohio Council for Higher Education (SOCHE). In addition, professional development is often provided at the faculty work days which occur in January, May and August.

Tenured and non-tenured faculty are eligible to apply for a sabbatical after every six year period of full-time service. The applications for sabbatical must include an outline of a project that contributes to the faculty's teaching mission at Wilmington College and reflects relevant, significant work in his or her discipline. After the completion of the sabbatical, faculty must submit a report to the VP of Academic Affairs summarizing the results of the project. Faculty may apply for a one-year sabbatical at half-pay or a semester leave for full pay. [Ref: FH2.15.4]

Criterion 3 .C. 5. : Instructors are accessible for student inquiry.

Wilmington College instructors are highly accessible to students; one of the College's distinguishing traits is its "high-touch" educational culture. Faculty members are required to be accessible to students during a minimum of 5 office hours a week [Ref: FH, App.1.9]. Frequently, faculty members are available to students for significantly more time. Some utilize Blackboard or social media to communicate with students, holding additional online office hours. The College offers individualized coursework as a course-by-appointment or independent study. Some of these are out of necessity (a student needs a course to graduate not offered in the current schedule); others are for student interests not addressed in regularly scheduled courses (e.g. research projects). Faculty members meet one-on-one with students for advising at least once per semester, which includes course registration and career planning. In some programs, there is additional one-on-one supervision or instruction (e.g. student teaching in the Education program and clinical hours for Athletic Training).

In addition to formal and course-related interaction with faculty, students at Wilmington College's main campus have additional opportunities to learn from faculty during service learning projects, academic co-curricular organization activities, volunteer activities, campus events, governance committee work, shared research projects, and work study job assignments. Faculty sponsor short-term trips during college breaks and travel with students to locations outside of the

country. Often, these trips are connected to credit-bearing coursework. Every semester, faculty accompany students to Washington, D.C. for a lobbying trip.

Cincinnati branch full-time faculty have offices at the Blue Ash facility and announce office hours and methods of contact to students in course syllabi and during class sessions. Since Cincinnati program students are non-traditional and most work full-time, student/faculty communication outside of class is usually through email, Blackboard, or social media.

Criterion 3 .C. 6 : Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Wilmington College has a highly qualified staff who provide student support services. Staff members providing student support services occupy many different offices across campus. These areas include Academic Affairs (Student Resource Center, Disabilities Services, Watson Library, Academic Records, Career Services, Student Success Coaches, Mental Health Interns), Student Affairs (Health and Counseling Services, Housing and Residence Life, One Stop, Center for Service and Civic Engagement, Campus Safety, Office of Multicultural Affairs,). Administrators and appropriate staff members attend conferences related to their positions at the College. In general, departmental budgets for travel and conferences have not increased in recent years and in some cases have decreased in response to financial difficulty. Even though resources have declined, staff have adapted by attending and/or participating in more online webinars and online meetings. In addition, Human Resources provides professional development by offering periodic workshops and staff in-service days. Recent offerings included the following topics: Title IX, Active Shooter/A.L.I.C.E. Training, Excel Basics, Outlook, and Improving Customer Service.

In addition, professional development opportunities specifically for faculty are offered at faculty work days, which are held annually in January, May and August. For example, faculty are provided with updates regarding the use of new software and technology (such as Blackboard), presentations by staff from Institutional

Effectiveness, Advising training, or from outside experts. For example, last year, the opening meeting highlighted a presentation on cultural sensitivity ??

The college maintains memberships in regional consortiums, including GCCCU (Greater Cincinnati Consortium of College and Universities) and SOCHE (Southwestern Ohio Consortium of Higher Education) which offer a wide range of opportunities for faculty and staff. Through SOCHE, staff and administrators participate on regional committees on retention, student support services, disability services and career services. Three faculty and staff also participated in the SOCHE Academic Leadership Fellows program during the 2014–2015 academic year. In May of 2017 a team of staff and administrators attended a workshop on advanced issues related to FERPA. Conferences attended by IT and One Stop?

The Vice President of Athletics has been an active leader in the NCAA......The Vice President of Business and Finance served as the president of NACUBO,[ADD Terry Ruperts NCAA committee list]

Every year at least two administrators attend the annual meeting of the Higher Learning Commission, and one faculty member and one administrator are trained peer reviewers. An additional administrator has just been accepted into the Peer Review Training Program.

Staff members are well qualified to provide exceptional services to our students. For example, the manager of the Student Resource Center has a master's degree. Additional staff in the Student Resource Center include two Success Coaches and the Director of the Writing Center, all of whom hold master's degrees. The Math Center is coordinated by two doctoral level faculty.

The leadership in Student Affairs are also experienced and the following positions are held by individuals with master's degrees: the Vice President of Student Affairs/ Dean of Students, the Associate VP for Student Affairs, the Director of Greek Life and Wellness Programs, the Director of the Center for Student Engagement and New Student Orientation, and the Director of Multicultural Affairs and the Assistant Dean of Students for Housing and Residence Life.

The Director of Counseling Services is a licensed counselor with a master's degree in community mental health counseling. The Health Center is staffed full-time with a one of two registered nurses. In addition, a physician is available one hour a day during the week to treat more serious illnesses and write prescriptions for medication when necessary.

Sources

Ref: faculty longevity chart

Ref: chart reflecting balance of Ft and adjunct faculty at both campuses

Ref: Adjunct faculty handbook

Ref: Faculty Handbook (FH)

Ref: Catalog

Ref: Verification of Faculty Credentials Form

Ref: Sample of faculty self-evaluation and response form

3.D-Core Component 3.D:

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

CORE COMPONENT 3.D.: THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.

Wilmington College provides a wide range of support tailored to the needs of its students on the main and branch campuses.   On the main campus, services are designed to meet the comprehensive needs of a "traditional aged" college population and include academic support services, academic advising, Health and Counseling services, co-curricular enrichment, technology and instruction in research and information resources. Many support services have been enhanced through state

and federal grants. On the branch campus, guidance for course planning, registration and financial aid is provided by trained professionals.   The library provides instructional support and resources for teaching students effective research strategies.

Criterion 3 .D. 1 **The institution provides student support services suited to the needs of its student populations.**

Wilmington College strives to educate and develop the whole student and consequently provides a wide range of services to support students on the main campus. The college's commitment to serving its students is evidenced by the high quality of its support network for students within and beyond the classroom. Although budget constraints have resulted in the loss of some programming and staff employees have continued to fund innovative services through securing local, state and federal grants [Ref: listing of state and federal grants obtained by WC faculty and staff] and leveraging shared resources.

In the fall of 2016, the college was awarded a $1.9 million grant from the Title III Program of the federal Department of Education. The purpose of the grant is two-fold: to improve the use of technology and assessment to facilitate data-informed decision making and to increase retention through the use of professional Student Success Coaches and Mental Health Interns. The Student Success Coaches provide support to students on academic probation or to those whom faculty refer due to academic concerns. In addition, they engage in a wide range of proactive strategies aimed at improving student success. For example, they are developing resources for parents, providing a revised college success course to at-risk students, working with math faculty to use alternative, online instruction for math remediation and collaborating with athletic coaches and faculty to identify other key areas where intervention could be helpful. Two part-time mental health interns (graduate students in clinical mental health counseling) will provide additional support to the full-time Director of Counseling Services already employed by the college. The interns can provide assessment, group/individual counseling and educational/preventive programming to students.

Vicki DeSensi, an assistant professor in psychology, recently completed a sabbatical project focused on the development of a campus wide mental health action plan and the reduction of stigma associated with mental health issues. The project was funded in part by a $10,000 grant she received from Mental Health & Recovery Services of Warren and Clinton Counties. The development of a campus-wide mental health program represents a collaboration among faculty, students, staff and administrators led by Professor DeSensi.

Sigrid Solomon, the Vice President of Student Affairs and Dean of Students, secured $114,000 grant from the Ohio Attorney General's Office to address the federal mandates that require colleges and universities to provide students with adequate and appropriate resources related to Title IX Sexual Assault Awareness, Prevention and Support. Funds are used to support a full time survivor advocate and a half-time Title IX assistant. The grant also provides funding for special programming to raise awareness of sexual assault and the services available to survivors. In addition, a hotline will be staffed with specially trained students.

The Director of Multicultural Affairs was awarded a $5,000 grant from the Ohio Federation of Independent Colleges to support its mentoring program. Multicultural Affairs provides support and resources to the following groups and organizations: Black Student Initiative, Latino Student Association, Spectra (group dedicated to raising awareness about sexual and gender identities) and the International Club. The director provides a wide range of cultural enrichment opportunities for students, including musical performances by diverse artists during meals in the dining hall, a trip to the African American Cultural Museum in Washington, D.C. and the annual Tyehimba graduation celebration for students of color.

Additional services on campus provide health care and wellness activities, residence life, spiritual development, safety and security, financial/administrative support and career development. Professional health care on campus is provided by a registered nurse who is available Monday through Friday from 7:30a.m.-4:30 p.m. In addition, the college physician is available one hour every morning to see students with more serious illnesses and prescribe medicine when necessary. Initiatives targeting comprehensive health strategies are coordinated by the campus Wellness

Committee, which includes regularly scheduled exercise classes available to the campus community. The college purchased the former YMCA facility in January of 2017 adjacent to campus and renovated areas for exercise classes, a weight room and other recreational uses.

Religious activities at the College include religious programs, worship experiences, and support groups for students of various faiths. All of these activities are under the supervision of the Campus Minister, who is available to help with problems, share ideas, discuss faith issues, and plan student activities. The Campus Minister helps interpret and explain the Quaker heritage of the College, raising awareness of the beliefs and practices of Friends.

Approximately 75% of students live on campus. Residential students are supported by 27 resident and community advisors who are supervised by four assistant resident directors. The four supervisors rotate to provide 24 hour emergency response. Resident and community advisors are upper-class students are selected from a competitive application process and receive extensive leadership and crisis management training. They help to resolve roommate conflicts and assist students in developing roommate contracts. In addition, they also plan activities and work to build a community campus housing. Wilmington College contracts with an outside vendor, AEGIS, to provide security for campus students, buildings and grounds. An outside law enforcement agency is contacted in cases involving a need for direct confrontation of law offenders or when health or property is threatened.

Located in Pyle Center, the central student center on campus, the One Stop provides a convenient location for students, parents, faculty and staff to complete various administrative and financial tasks. For example, individuals may obtain financial aid information, apply for an educational loan, make loan payments, register for classes, request a change of major, or cash a check at this site.

The Career Services Office helps students and alumni of Wilmington College prepare for employment through career education and career counseling services. Services include career counseling, career development workshops, resume and cover letter reviews, internship advising and administration, graduate school

resources, and job/internship listings through an easily accessible electronic database.

The services available onsite at the branch are tailored to the needs of the working adult. As the web site for the branch campus states, "Wilmington College Cincinnati helps you finish your degree faster through the highest level of personal attention in a welcoming professional environment. All services, including admissions, academic advising, transfer credit evaluation, registration, and financial aid counseling, are offered at our Cincinnati campuses at times convenient to the adult learner." [Ref: Website for the branch] Student support services, such as advising, are provided in a variety of ways by a trained professional: in person, on the phone, and via email. The branch staff members are always prepared to serve students, but many of these processes, such as registration, drop/add, and the status of financial aid awards, are available through internet-based portals as well, which allows students to have 24/7 access to critical information. However, relevant services from main campus offices are available to branch students, including the Disability Services, Watson Library and OhioLink, and the Office of Career Services. In addition, those students at the Cincinnati State location have access to the resources and support services in place for the Cincinnati State students.

Criterion 3 .D. 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

The Student Resource Center is a constellation of support services that includes the Writing Center, the Math Center, Supplemental Instruction, tutoring, Disability Services and the Student Success Coaches. All services are free to enrolled students. The staff includes the following full-time positions: Student Resource Center manager, Director of the Writing Center, Disability Services Director and two Student Success Coaches. Two full-time math faculty share the oversight of the math center, which is also staffed by trained math tutors.   With the exception of the math center, all services are located in one area, which contains offices for

staff and open spaces for students to use for studying or tutoring. The math center is located in the math department in an adjacent building. The Writing Center and Math Center serves students on a walk-in basis or by appointment. Students may request a tutor in any subject and make appointments online.

The Student Resource Center (SRC) manager coordinates tutoring, supplemental Instruction and eTutoring. Overall, 1858 sessions, defined as contact between a student and a tutor or SI leader were conducted in the 2016-2017 academic year. The SRC manager also supports disability services by facilitating testing accommodations (372 in AY16-17, providing note takers, scribes and readers to students with documented disabilities.

Supplemental Instruction (SI) is provided by trained students who are assigned to a course section in order to provide additional support to students through group tutoring. SI has been available since the fall of 1995. Through the fall of 2016 the program has served approximately 6,653 students (identified by semester). Analysis of the students participating in SI shows an average final course grade 0.5 higher than their peers who do not participate in the course. During the FA16 semester, the last semester for which full data is available, this increased to a 0.7 difference in course grade. Qualitative surveys completed by faculty and students at the end of each semester reflect that overall satisfaction of students was high, with 94.4% of respondents saying they would recommend SI to their fellow students. Satisfaction among faculty was slightly higher at 96.2%. As a means to improve the overall quality of SI, all SI leaders were mandated to complete three hours of training at the beginning of the spring 2016 academic term. An additional three hours for a total of six hours of training will be required in fall 2017. The updated training program adopts best practices from SI Model originated at University of Missouri-Kansas City, CRLA (College Reading and Learning Association) and applicable elements of the CAS (Council for the Advancement of Standards in Higher Education).

During the fall 2016 term, the newly hired Student Resource Center Manager upgraded and standardized tutor training to improve the quality of service provided. Among the changes made were the adoption of CRLA Level 1 based training modules as a requirement for all tutors. New tutors are now required to complete a

minimum of three initial hours before working with students and an additional 3 hours prior to the completion of their first full semester of employment. Additionally, all tutors must complete a one to two hours mandatory tutor training session each term in which they are employed by the SRC. Additional training modules have been designed and placed in the Blackboard Learning Management System to facilitate continual training. At the end of the semester qualitative surveys are sent to faculty and students. This again resulted in 96.2% satisfaction among faculty and an 85.6% satisfaction among students with tutoring. Additionally, the SRC has now adopted the ATP (Association for the Tutoring Profession) Code of Ethics and has incorporated this into the training requirements for all student employees.

The Writing Center supports the Writing in the Disciplines program and general education courses. In 2016–17, the writing center held 615 sessions for students from 94 classes, 39% of which were W courses and 16% were EN101. The Writing Center is directed by an Assistant Professor of English, who also provides specialized training to the writing tutors.   The college joined the Ohio eTutoring Collaborative in the spring of 2017. Through this collaborative the college shares tutoring services with thirty–three other institutions. This online option supports the branch programs, increases accessibility to commuter students and extends summer tutoring services to students that would not be available through the SRC.

The Office of Disability Services provides accommodations, advocacy and support for students with disabilities. The number of students registered with disability services has increased steadily over the past few years. During the 2014–15 academic year, 77 students were registered as compared to 81 in 2015–16 and 107 students in 2016–17. Disability services also works extensively with the Housing and Residence Life office to develop policies and procedures in response to requests from students for Emotional Support Animals.

The Watson Library provides a comfortable setting for inquiry and learning as well as a 365/24/7 online research center. Local information resources are selected by librarians and faculty to support and interpret the Wilmington College mission and curriculum, made accessible through the local catalog. Librarians help students make

effective use of information resources including reference databases, websites, and citation manuals.

Wilmington College has established placement practices and provides developmental education in writing and math. Currently, incoming freshman students are placed into math and English courses based on ACT scores. Placements are made by Academic Affairs and new students are pre-registered for classes prior to Summer Orientation. At orientation, faculty meet individually with students to discuss their schedule and may address any placement concerns at that time. During the first week of class, English and math professors administer informal assessments to determine if individual students need to be changed to a different level class.

Knowing that remedial courses can be a barrier to retention and completion, and concerns about the limitations of using only ACT scores in isolation have prompted efforts to consider other options. Efforts are underway to determine more appropriate placement guidelines as well as delivery options for the course. Two developmental courses are offered for students with deficiencies in math. Basic Math: MT099 is a four credit hour course that is graded pass/no pass and is currently required for incoming students with an ACT math score of 16 or below. MT100 is required for students with an ACT math score of 17 or 18.

Prior to the fall of 2016, the course was only a two credit hour course. However, assessment conducted by the math faculty led them to extend the time needed to cover basic concepts. Although no students failed MT099 in the fall under the new guidelines, there was still concern that some students could have been successful in MT100. One initiative is the pilot program in place for the summer of 2017 that is funded by the Title III grant. The Student Success Coaches, in collaboration with math faculty, offered incoming freshmen who would have to take MT099 the opportunity to complete an online remedial math program during the summer. The program, ALEKS, is a popular and research-based online math program.   Nine students have opted to participate in the pilot program and can complete the program from home. Ideally, these students will place into Algebra: MT100 or higher to avoid additional costs/time associated with the MT099 course. On the

first day of class, a placement test also offered through ALEKS, will be administered to all students in the MT099 and MT100 to determine if placements need to be changed.

One developmental course in English is offered: EN100: Writing I; a four credit hour course that does count towards hours needed for graduation. EN100 is required for students who have an English ACT score below 20 and a reading score below 18, and it must be completed with a C– or better in order to take EN101: Writing II. EN101 is the required general education course in writing. Students with wide discrepancies between English and Reading scores are reviewed by the English faculty to determine the most appropriate placement.

Working together, the Director of Institutional Effectiveness, the Associate Vice President for Academic Affairs (AVPAA), the Area Coordinator for the Humanities, and the English faculty have refined their placement strategies for incoming students' composition requirements in order to reduce the burden on students, as well as staffing demands on the institution. During the 2015–2016 academic year, the Area Coordinator for the Humanities and Director of Institutional Effectiveness and conducted a review of placement criteria in English 100 and English 101. They discovered that many of our students had an unusual split in their ACT scores (a high Reading score, but a low English score) that was probably causing them to be incorrectly placed in the wrong section of composition class.   After that discovery, the AVPAA and Area Coordinator for the Humanities have checked incoming students' scores in May and manually re–assigned students who have a 6 point gap between their English and Reading ACT scores.

At the recommendation of the Ad Hoc Committee on General Education Assessment, the English program has been charged with developing a more accurate method of composition placement during the fall of 2017 to be implemented in Spring 2018.

Students who have taken high school Spanish or native Spanish speakers are evaluated for Spanish language placement using CAPE's Spanish Placement Test to determine the appropriate course level for registration. For those placing at an

advanced level, credit for the lower level courses may be earned by successfully completing Wilmington College's Spanish proficiency exams which must be taken prior to beginning a second year of study in Spanish.

Entering freshmen who earned a high school GPA of 3.3 or higher and an ACT score of 25 or higher are invited to participate in the Honors Program. Full-time main campus students who have a 3.3 GPA at the end of the first college semester, but were not previously invited to participate, may petition the Honors Program, and if approved, may participate in second term activities. Students in the Honors program take a special section of College Writing (EN103H) and a special section of the freshman global seminar (GL125H) and senior global seminar (GL425H).

Many students are entering college with significant amounts of college credit coursework completed during high school through dual enrollment programs. For example, in the entering freshman class of 2015, 29% had an average of 14.5 earned credit hours. In 2016, 33% of the incoming freshmen had an average of 19.3 credit hours. Wilmington College is committed to recognizing all successfully completed coursework when considering placement of new students. All prior college level coursework or Advanced Placement coursework is thoroughly evaluated by the Assistant Registrar. The results of credit evaluations are communicated to the student and to the student's advisor.

Other forms of alternative credit are possible as well. Wilmington College recognizes selected general and subject examinations of the College-Level Examination Program (CLEP). Exams may only be taken once and credit is awarded for minimum acceptable scores established by the American Council on Education. Students may also earn a maximum of 15 semester credit hours through Experiential Learning. All Experiential Learning credits are treated as electives and may not be used to fulfill general education, major, minor, or teacher licensure requirements. [Ref: Experiential learning portfolios are reviewed by committee at the branch campus and a recommendation is made to the Vice President of External Programs about how credit should be awarded. Thus, the college works with students to provide legitimate, appropriate alternative credit whenever possible.

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

Academic advising on the main campus is coordinated by the Office of Academic Affairs. Academic advising efforts target both the advisor and the advisee. The goal is to help the student learn how to make informed decisions, set goals and follow policies and procedures. Advising is based on a faculty model, with expectations that faculty will share advising of their department's majors equally. Because of the discrepancy in enrollment across our majors, this strategy results in an unequal distribution of advisees. However, the disciplines with the largest ratio of majors per faculty member— Agriculture, Education and Athletic Training prefer to advise their own students rather than relying on faculty members from other areas to assist them. As a result, faculty with high advising loads are often relieved of committee assignments to compensate for their time devoted to advising. Students who have not yet declared a major are assigned to a faculty member who does not have a heavy advisee load, typically a faculty member that the student would have as a professor their first semester.

Students must meet with their assigned advisor every semester before they are allowed to register. This helps to keep students on track to graduation. Advisors are encouraged to develop a graduation plan with each of their advisees during the student's first semester. As a small school, not every course in the major is offered every semester, so it is important for students to plan so they can take pre-requisite courses in a timely manner. Advisors must also approve any add/drops that the student wishes to make to assure that the student avoids any issues, such as dropping below full-time status.

Students on academic probation meet with a Student Success Coach at least four times during the semester to monitor progress and make sure that all the necessary supports are in place. Academic resources are updated annually and made available to students and faculty. Faculty receive an advising handbook, which is also available on the campus intranet.   New faculty are trained in advising content and strategies as part of their orientation. Ongoing advising training/updates are incorporated into faculty meetings and faculty work days.

Students first meet with a faculty member during Summer Orientation if they are a freshman, or at an individual appointment with the area coordinator as a transfer student. Freshmen are pre–registered and review their schedule with a faculty member. All incoming freshmen are registered for the freshman seminar course, the appropriate level math and English course, and the introductory course in the major. Undecided students are enrolled in a general education course. Schedule (and major) changes can be made at that time in consultation with the advisor.

Students do not meet with their actual advisor until Fall Orientation. At this meeting, faculty advisors review general information about the major and set expectations for advising. Students are told about office hours and the best way to reach out to their advisors if needed before the official registration period which will occur towards the end of the semester.

During the mandatory seminars for freshmen and transfer students, the AVPAA presents an advising workshop. This presentation covers relevant policies, procedures and graduation requirements so that students are better informed in time for their first registration period. Resources are shared with the students and they are encouraged to take responsibility for arriving to their appointment with their advisor prepared.

As students approach graduation, the associate registrar conducts systematic reviews of student progress. Students are sent a "Graduation Student Checklist" outlining the remaining requirements that need to be completed in order to graduate according to their planned date. This checklist is typically sent the two semesters prior to the planned graduation date, and updated periodically as the student registers for courses or makes changes to their schedule. A copy of this checklist is also sent to the advisor [Ref: Copy of Graduation Status Checklist].

Title III grant funds have also been allocated to enhance the quality of advising. For example, in the summer of 2017 a pilot project offered faculty the opportunity to join NACADA, the National Association for Academic Advisor and to take an online course provided by NACADA over the summer. Faculty who chose to participate were given a stipend with the expectation that they will help train other faculty during the academic year. Ten percent of the faculty chose to participate in the pilot

project. Other Title III initiatives related to advising include the transformation from paper advising files to digital advising files. Now, when students change majors or advisors, their advising materials are more accessible. FERPA forms are also now readily available to qualified staff and faculty to ensure compliance to federal regulations governing confidentiality.

Academic advisors are expected to be available to their advisees at times other than registration and are informed of any academic referral that is received on one of their advisees. In addition to receiving a copy of any academic alerts during the semester, advisors are notified when an advisee receives a midterm academic progress report that indicates risk of failing a class. Ideally, the advisor will contact the student and discuss a plan for improving their academic performance in the class or will discuss the possibility of dropping the course before the final drop date.

Unlike the main campus, faculty do not advise at the branch campus. Instead, trained professional advisors serve students at the Cincinnati locations for course planning, registration logistics, and financial aid issues. Faculty supplement this advising by providing career mentoring to students. The Cincinnati branches have named their admission/advising strategy the "Personal Graduation Coach" to emphasize Wilmington's high value on individualized advising to help students graduate in a timely manner. Advisers at the branches are diligent about reviewing each student's academic schedule each registration period to ensure that students move from start to finish as efficiently as possible. All incoming new and transfer student application portfolios undergo review by admissions staff to determine appropriate placement into courses and programs.

3.D.4. Resources and infrastructure to support effective teaching and learning

In the last few years, the College has invested significantly in improving the physical facilities available for learning, including the repurposing of a residence hall into an academic building with faculty offices and classrooms, the extensive renovations of the existing science and math building and the construction of a unique and award–winning facility for the Sport Sciences and private medical partners. Bailey Hall was renovated to provide twelve faculty offices, three state–of–the–art classrooms and

additional space that was used temporarily for the Math Center and the physics laboratory. The Center for the Sciences and Agriculture, which opened in the fall of 2016, includes the renovated 34,000 square-foot former Kettering Science Hall and a 13,500 square-foot addition. The facility hosts 10 classrooms, 10 laboratories, three research labs, a greenhouse, two 100-seat lecture halls and 30 offices. The CSA, which was designed for Silver LEED certification as an environmentally friendly facility, is the College's largest academic building.

Wilmington College's $10.2 million Center for Sport Sciences, which opened in August of 2015, represents a unique partnership between the college and the community. The website describes it in the following way: "The CSS is home to WC's nationally prominent athletic training program and other sport sciences, and, with its 40-by-40-yard, indoor turf field and related athletics amenities, also accommodates training for essentially all of the College's 20 varsity sports teams, in addition to giving students additional options for co-curricular and recreational activities." Four medical offices are located in the CSS: Beacon Orthopedics and Sports Medicine, Chiropractic Care of Cincinnati, CMH Regional Health System's imaging and sports medicine center, and Drayer Physical Therapy Institute. These offices provide athletic training students valuable on-campus clinical experience. The CSS won the 2016 Citation Award presented by *American School and University* magazine for its design and functionality. The building was also featured in *Athletic Business Magazine's* "Architectural Showcase" issue when it was selected as one of 61 state-of-the-art facilities in all of athletics for 2016." [Ref: article on CSS building from the website or Randy]

The Information Technology Department maintains all facilities and services associated with computer technology at Wilmington College. Faculty, staff, and students are provided with a comprehensive selection of computer technology for use in the classroom, office, and residence halls. Ninety-two percent of the classrooms on main campus are equipped with instructional technology. The Wilmington College main campus computer Lab contains more than 60 Windows XP and 4 Macintosh computers connected to the College network in multiple lab settings. Additional public-access machines are located in the S. Arthur Watson

Library and Pyle Center. Institutionally supported software and programs designed to supplement academic studies are available to all faculty, staff, and students within these facilities. Discuss mobile APP, upgraded portal services.

As more and more students rely on wireless devices, the infrastructure on campus has been unable to consistently meet demand during peak times. This has resulted in great frustration among the campus community. In the spring of 2017, consultants were hired to create a solution for the inadequate service. Plans are in place…..funds from the Title III grant will also be used to increase the wireless capability on campus. Instructional support – smart classrooms, smart boards, Blackboard, Portal – software – GET MORE INFO FROM IT.

The Boyd Cultural Arts Center, houses an art gallery and a 425 seat theater. It also houses the Quaker Heritage Center which offers exhibitions and educational programming related to Quakers. Additional art studio space is located at the college farm adjacent to campus. Other unique facilities available to Wilmington College students include an Equine Center where horses can be boarded and a working farm to support the signature agriculture program.

Criterion 3 .D. 5: The institution provides to students guidance in the effective use of research and information resources.
Wilmington College's curriculum emphasizes the development of competent research and writing skills, beginning with the freshman writing course and ending with a capstone course in the major. Students are introduced to research through the general education program, primarily through the successful completion of EN101: Writing II with at least a C−. EN101 introduces students to citation styles, library resources, evaluation of information resources, and academic integrity. Composition courses transferred from other institutions are evaluated by an English faculty member to ensure that research methods and the ethical use of sources were adequately covered. Research and writing skills are reinforced through three additional required intensive writing courses. Finally, many students must complete a capstone course in their major which requires them to produce a comprehensive project.

Evidence from the College's website, OhioLINK and OPAL consortium reports, and Watson librarians verifies that the College provides intentional and supplemental guidance to students engaged in information research. Instructors provide guidance through assignments, classroom orientations, and individual project assistance, and three librarians work with individuals and groups of students. The librarians provide additional customized orientations for specific class projects while also supporting faculty inquiries and research requests.

Librarians designed a two class hour experiential information literacy module in Fall 2013 to align with the new four-credit hour course standard, the new core skill set, and to better respond to the "hands-on" promise of the Mission. Librarians and English faculty continue to evaluate and revise the module to meet changing student learning needs. The first class hour includes an introduction to library services and a walking tour of the physical library spaces. Outside of class, students individually complete online self-paced learning activities and turn in the resulting written worksheet to the instructor. During the second class hour librarians provide more specialized instruction in information research with time for individual research for a current assignment. In this way, the library orientation module, integrated with the ENG 101 and ENG 103 courses, provides to all Main students foundational knowledge in the core skill. Librarians coordinate with full-time faculty in external programs to support student information research orientation and provide individual consultations as requested.

Research skills are taught in a variety of disciplines, many of which require specific mentored research experiences. All social and natural science majors, as well as athletic training and exercise science majors must complete guided research courses and capstone experiences. English and history majors also complete a research-based senior seminar. A more detailed description of the successful research activities of students is available in Criterion 3.B.5.
 IRB Policy

Sources
Ref: listing of state and federal grants obtained by WC faculty and staff

[Ref: article on CSS building]

[Ref: Copy of Graduation Status Checklist].

3.E – Core Component 3.E

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

Argument

CORE COMPONENT 3.E.: THE INSTITUTION FULFILLS THE CLAIMS IT MAKESFOR AN ENRICHED EDUCATIONAL ENVIRONMENT.

Criterion 3 .E. 1 .: Co-curricular programs are suited to the institution's Mission and contribute to the educational experience of its students

(ERef: "WC Factbook 2015-16, p 13-14").

At Wilmington College, "co-curricular activities" are defined as those programs and group activities that occur outside the academic classroom and contribute to and enhance the student's overall development, as described in the Mission (ERef: "SA Student Organizations"). The College's co-curricular activities have evolved to meet and support student interests and needs and play a significant role in helping to "educate, inspire, and prepare each student for a life of success and service. To fulfill that purpose, Wilmington College provides a high quality undergraduate and graduate education shaped by the traditions of the liberal arts, career preparation, and the distinctive values of the Religious Society of Friends (Quakers). By offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds, the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation, and to seek truth and social justice." Most of Wilmington College's co-curricular programs are directly connected to at least one element of the Mission. Many programs are connected to multiple elements of the Mission, and the fact that most

co-curricular programs both educate and prepare students for a career indicates that the College fulfills its claims of being a career-oriented liberal arts institution.

Co-curricular activities directly tied to academics include service learning courses, credit-bearing internships off campus, and the opportunity to work on the farm owned by the College (ERef: "AA Academic Farm Map"). Service components are included in some sections of the first-year experience course (GL125), Honors program courses, and courses with the WISE program. The Center for Service and Civic Engagement organizes a wide range of volunteer opportunities for students, where they gain organized experience serving their community. One such opportunity is Grow Food Grow Hope, a College-run program that provides community gardens and gardening education for local families (ERef: "SA Grow Food Grow Hope Description," "SA Center for Service and Civic Engagement").

Student organizations comprise another set of co-curricular activities, and they include organizations like the Student Government Association, a variety of Greek Organizations, Quaker Leader Scholars, the Witness Newspaper, the Black Student Initiative, Amnesty International, Grow Food Grow Hope, the Agronomy Club, the Film Club, the Christian Fellowship, and the College Science Society. Many of these organizations promote the Wilmington College mission. For instance, Quaker Leader Scholars and Amnesty International support Quaker values of peace and social justice. The Black Student Initiative, SPECTRA, the International Club, Gay-Straight Alliance Greek, and the Latino Students Association support the core value of diversity. The Witness, Veterinarians of Tomorrow, the American Medical Students Association, and the Horse Judging Team prepare students for future careers. Faith in Action and Greek Organizations encourage students to practice service to their communities.

In addition to these co-curricular activities, 41% of Wilmington College students participate in sports, as of the most recent 2014-15 Factbook (ERef: "WC Factbook, p. 16). The Athletics Program is a Division III member institute of the NCAA and the Ohio Athletic Conference. It follows all guidelines and bylaws pertaining to the OAC and NCAA. The vision statement of the Athletics Program explicitly promotes "Quaker values of integrity, service, peace, and social justice" (ERef: ATH Athletic Department Philosophy"). Coaches have academic expectations for their student athletes and maintain contact with faculty members through grade update reports maintained by coaches and through the Early Alert retention process, through which faculty members can discuss academic issues that students are experiencing with coaches, academic advisors, and Student Success Coaches (see Criterion 3.D.2 for more on the Academic Referral System).

There is an institutional assessment plan, including a schedule, which was approved in April 2015. The Assistant Vice President for Institutional Effectiveness, the Title III Program Coordinator, and the clerk of the Assessment Committee went to a conference in Fall 2016 to develop a plan for institutional assessment in a cost-effective manner. As an institution, we need to produce assessment instruments, so we plan to partner with graduate students from other

In addition to longstanding co-curricular organizations, the institution and its components frequently sponsors co-curricular activities that support the Mission. For instance, in Fall 2016, the Director of the Peace Resource Center and a student researched Kingian nonviolence practices and organized several Kingian nonviolence training sessions on campus for students, staff, and faculty (ERef: "PRC Kingian nonviolence training"). Exhibits at the Quaker Heritage Center and events organized by the Office of Multicultural Affairs regularly support the Mission.

Criterion 3 .E. 2 .: The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its Mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The College's Vision claims that the institution will produce "liberally-educated professionals," while the Mission emphasizes that, "by offering academic programs, practical experience, and co-curricular activities in a variety of settings to students from diverse backgrounds the College leads students to gain an awareness of the world, to acquire knowledge of career and vocation, and to seek truth and social justice" (ERef Vision 2015, Mission 2015). The general education program of the institution fulfills both of these claims, asking students to complete 16 credit hours in four basic areas of thought and expression as part of the "liberal" education of all students, including those with professionally-oriented majors. Likewise, the global curriculum, including GL125, GL425, and the global courses, intentionally ask students to "gain an awareness of the world" and how their own career fits into it. GL125 and GL425 also address questions of truth and social justice (ERef: AA Global Education Manual 2016).

The "Hands-on Learning, Hands-on Living" tagline is fulfilled in both curricular and co-curricular ways. The Center for Service and Community Engagement organizes students to participate in local service work on and off campus. Agriculture students participate in Soil Judging contests, lobby members of Congress on Agricultural issues in Washington, DC, and hold events such as a Livestock Judging Contest

(ERef: STU Agriculture Co-Curricular Activities). Any interested students are invited attend the yearly Friends Committee on National Legislation Lobbying Weekend in Washington, DC and lobby their members' of Congress on Quaker-inspired social justice issues. There are yearly opportunities for educational travel experiences for credit to places like Costa Rica and Belgium. The Costa Rica trip includes agriculture and biology-related education as well as connections with mission-related Quakers in the region (ERef: ACA Academic Travel Opportunities). The WISE program asks students to take part in 3 experiential learning experiences and an internship while gaining academic insight on these experiences through introductory and capstone courses (ERef: http://www.wilmingtonwise.org/about-the-wise). Even traditional liberal arts programs like English incorporate hands-on components such as accompanying students to off-campus theatre productions.

Some programs, like Accounting, Business Administration, and Chemistry, make claims about working in relevant fields and securing jobs. These claims are borne out by surveys of alumni and job placement information. Education claims to develop students' ability to work collaboratively and become "reflective practitioner[s]," which is cultivated through coursework in the program. Students are exposed to the concepts of CRETE (Conflict Resolution Education in Teacher Education) in ED130 Foundations of Education, during their field placements they write reflections on their field experience in collaboration with their cooperating teacher, and then have one week of specific CRETE training in their junior year in a 300-level methods class. The Education program also offers ED132: Reflective Practitioners for peaceful Schools. Social and Political Studies claims to provide students with service learning and civic engagement activities, and it offers these opportunities through special events sponsored by the program, such as lobbying trips to Washington, D.C. The University Research & Review selected Wilmington College as a "Best Value School" in 2017, demonstrating that it fulfills its educational commitment to students while remaining affordable.

Sources

There are no sources.

Criterion 4. Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
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.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
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).

Argument

CORE COMPONENT 4: TEACHING & LEARNING EVALUATION & IMPROVEMENT

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

INTRODUCTION

Wilmington College recognizes that the quality of our educational programs and support services depends on effective evaluation and assessment. The College has clear policies in place to ensure ongoing evaluation and subsequent augmentation of its educational programs, learning environments, and support systems. The College has an Institutional Assessment Plan *[Ref: Institutional Assessment Plan]*, adopted by the President's Council in April of 2015, which is used to guide assessment processes.

In August of 2014 based on the 2013 HLC report, the College hired a Director of Institutional Effectiveness to replace its Institutional Researcher. The status of that position was elevated to Assistant Vice President of Academic Affairs and Institutional Effectiveness (AVPIE) in July of 2016 to increase its authoritative and supportive functions. Since the last site visit by the Higher Learning Commission, Wilmington College has established and refined its processes for systematic evaluation of all programs, including academic program review, major/minor assessment, co-curricular program review, employee evaluation, and administrative evaluation, and has worked extensively to improve the physical structures (e.g. buildings, classrooms, laboratories, and auxiliary spaces) in which student learning regularly occurs.

CORE COMPONENT 4.A.: The Institution Demonstrates Responsibility for the Quality of its Educational Programs.

Criterion 4 .A. 1 . : The institution maintains a practice of regular program reviews.

The Faculty Handbook *[Ref: Fac Handbook]* describes the evaluation of academic programs and assigns responsibilities to the following entities:

1) Vice President for Academic Affairs (VPAA)
2) Vice President for External Programs (VPEP)
3) Area Coordinators (ACO)
4) Academic Policies Committee (APC)
5) Program Review Committee (PRC),
6) Assessment Committee (AC), and
7) Assistant Vice President for Academic Affairs and Institutional Effectiveness (AVPIE)

In program review, the PRC distributes information about criteria to the relevant area coordinator *[Ref: Program Review Outline Draft 12]*. The area coordinator then guides faculty members in the program in writing a report to submit to the PRC. The PRC considers the report, sometimes recommending changes in resource allocation as a result. The PRC's recommendations are forwarded to the VPAA, Academic Council, and President's Council. If the PRC recommends curricular changes, those are forwarded to the APC and, if applicable, on to the Faculty Meeting for consideration.

The PRC developed a new process for program review and conversion to the 4-credit hour system, which was implemented in 2011 and required all courses and programs designed for the new system to be submitted for approval by both the APC and the faculty. In addition, in 2014 and 2015, faculty approved a new template for program review *[Ref: Program Review Outline Draft 11]*, as well as a rotation schedule in 2016, which directs all curricular and co-curricular programs to complete a review every five years *[Ref: Program Review Rotation Schedule]*. This is an improvement over the previous rotation schedule, which directed programs to complete a review every seven years.

All academic programs now also receive a data file from the AVPIE that provides standardized data to guides the review process *[Ref: Link to good example of data file]*. By the fall of 2017, 18 of 29 programs (majors, minors, general education or special programs) will have completed program review, which is on schedule per the new five-year rotation.

Criterion 4 .A. 2 . : The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

The Assistant Registrar at the main campus and the Coordinator for Advising and Financial Aid at the branches coordinate transfer evaluation. Area coordinators

evaluate coursework and help the administrators ensure consistency in the transfer of courses. Wilmington College's policies are clearly presented in the Catalog and indicate how we evaluate all the credit we transcript

[Ref: Wilmington College Catalog]. The American Association of Collegiate Registrars and Admissions Officers International Education Services offers guidance about transferring coursework from institutions outside the United States. Non-traditional acquisition of credits such as Advanced Placement and College Level Examination Program are accepted based on recommendations from the American Council on Education and evaluation by the appropriate academic area.

Experiential credit is rarely requested on the main campus but is granted more frequently at the branches due to the nature of the program as a degree completion program. Two levels of review are employed for evaluating such credit. At the Cincinnati Branch campuses, a committee of three faculty members is formed to review each student's portfolio independently. Committee members read the portfolio and form a recommendation. The committee as a whole then prepares a recommendation for the VPEP ranging from 0 to 15 credit hours. The VPEP also reads each portfolio to develop a recommendation and to review for consistency with other credit awarded by the institution. All experiential credit is elective and fulfills no general education, major, minor, or teacher licensure requirements. The institution generally evaluates three to four portfolios of senior-standing students per semester.

Wilmington College also reviews the credit that it grants to keep an eye on any issues within academic programs, such as grade inflation. In the spring semester of 2017, the Office of Institutional Effectiveness conducted a research project that examined five years' worth of grade data. The analysis was presented on the floor of the faculty meeting in the spring term and shared with Area Coordinators and the VPAA. Moving forward the College will replicate this study every two years for discussion and analysis with faculty *[Ref: Whitney's Executive Summary].*
[REF: Online Course Policies; Fac Handbook Appendices 1.23 1.24]
Criterion 4 .A. 3 . : The institution has policies that assure the quality of the credit it accepts in transfer.

As stated in the College Catalog, the institution only accepts transfer credit at the 100-level or above from institutions with regional accreditation. Coursework is evaluated on a course-by-course basis, and only transfer coursework with grades of "C-" or higher is accepted.
The appropriate academic area coordinator or designee determines whether the

credits should transfer as specific courses or as electives. With the exception of physical activity courses, courses with grades of "Pass" or "Satisfactory" are acceptable for transfer only if it can be verified that such a grade is equivalent to "C−" or higher work. Coursework is generally accepted when it is similar to courses normally taught at four−year liberal arts institutions. A maximum of 18 semester hours of purely vocational or highly technical courses that are consistent with Quaker principles can be accepted. Branch campuses follow the institution's policies concerning transfer credit.

Criterion 4 .A. 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.

Section 1.5.1 of the Faculty Handbook establishes faculty authority for "curriculum, scholarship, methods of instruction and aspects of student life related to the education process." *[Ref. Faculty Handbook]* This includes the responsibility to identify prerequisites, ensure course rigor, and determine learning expectations. Both the Ohio Department of Higher Education and the HLC define and establish the definition of a credit hour, standards by which Wilmington College complies. The College also complies with major program−specific licensure boards, where applicable.

At the institution level, all new courses, changes in major and minor requirements, and additions and subtractions of coursework are submitted to the APC. The APC takes responsibility for approving courses and strongly encourages courses at the 300−level or higher to require prerequisites. The APC is accountable to the faculty, chaired by a faculty member, and largely comprised of faculty from diverse academic areas in addition to the VPAA and the Registrar. The faculty establish student learning outcomes, goals, and objectives for programs in coordination with the Assessment Committee. Faculty are required to include course learning goals and objectives on all syllabi, reviewed each semester by the AVPIE prior to distribution to students *[Ref: Example of syllabus check]*. The AVPIE began mandating syllabus review in the fall of 2016.

Wilmington College maintains authority over access to learning resources. Faculty are responsible for academic advising *[Ref. Faculty Advising Handbook]* and receive advisor training on an annual basis provided by the Associate Vice President

for Academic Affairs. First-year faculty are required to attend a year-long new-faculty orientation, which provides training in advising as well as other aspects of academic affairs. The Cincinnati branches employ the Professional Advising Model as a guide for faculty advisors.

As mentioned in the previous chapter, the College maintains a Student Resource Center and a Math Center where students can receive on-demand writing and math help, small-group study opportunities, tutoring, and supplemental instruction. The Coordinator of the Writing Center, the Writing in the Discipline, Director of General Education Global Education, and the Director of General Education Skills Infusion are all faculty members and have authority over their respective program goals and objectives, and methods for delivery and assessment. Students with developmental and learning disabilities have access to accommodation and assistive technologies made available through Disability Services (DS). Such services include, but are not limited to, speech-to-text software, note-taking services, sound amplification aids, and accessible testing locations. The College also maintains its own academic library, staffed by professional librarians, to which students have regular access.

In an effort to expand student services, especially for at-risk students, the College launched in October of 2016 both Student Success Coaches (SSCs) and Mental Health Interns (MHIs), available through the Student Resource Center and funded by a U.S. Department of Education Title III grant. The SSCs provide assistance and/or services to individual students who have been identified by faculty through academic progress reporting to be struggling with coursework or who are at risk for failure. During the spring semester of 2017, the SSCs had 197 unduplicated student contacts and 621 duplicated contacts with students when combining email, phone and text communication. The MHI (we only had one for 10 hours a week in Spring term, but will have two at 20 hours a week in FA17) had a total of 8 students they assisted multiple times during spring term 2017.

The institution takes responsibility for teaching quality. Section 2.3.1 of the Faculty Handbook *[Ref: Faculty Handbook]* outlines a clear search process for faculty positions. Those positions are advertised nationally in appropriate venues for each position, and a search committee is established to review all submitted vitae, conduct initial interviews as necessary, and select qualified candidates for on-site visits. The committee recommends its choice to the VPAA, who has authority to offer the position to the candidate, and to the President. Adjunct instructors are selected by the appropriate area coordinator. Official transcripts for highest degree earned are required of all faculty candidates, and the Office of Academic Affairs keeps original copies of credentials.

In the fall of 2016, the College developed a new policy, in compliance with the Higher Learning Commission's credentialing policy, to ensure proper experience and education for the specific topic being taught. The faculty handbook was updated in 2016 to reflect the policy changes *[Ref: Faculty Handbook]*, and a new form was developed and used for credentialing *[Ref: Wilmington College Credential Form]*.

At the branches, full-time faculty review adjunct instructors' syllabi and recommend any necessary changes. In addition, adjuncts are assigned full-time faculty as mentors, and mentors are encouraged to visit adjunct classes and share insights. All full-time and adjunct faculty meet, at least once per year, to discuss academic rigor. Branch faculty have reviewed and strengthened the criteria for accelerated, hybrid (combining physical class time and online learning), and purely online courses to ensure quality and consistency in course standards and expectations.

Wilmington College does not offer any dual-credit programs.

Criterion 4 .A. 5 .: The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Wilmington College has two programs requiring specialized accreditation—Athletic Training and Education. Accredited since 1999, Athletic Training receives its accreditation through the Commission on Accreditation of Athletic Training Education (CAATE), which issued a 10-year re-accreditation to the program in 2011. Effective with the 2021–22 academic year, CAATE is mandating a Master of Science degree in Athletic Training as the minimum credential for Athletic Trainers. Wilmington College is in the process of transition based on CAATE recommendations. Education receives its accreditation through the Council for Accreditation of Education Programs (CAEP), formerly the Teacher Education Accreditation Council and National Teacher Education Accreditation Council, which merged in 2014–15. The College Education program is scheduled for a CAEP site visit in the spring of 2018.

Criterion 4 .A. 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). Wilmington College evaluates the success of its graduates. Currently, the College administers annually a Senior Survey questionnaire prior to graduation, asking all graduating seniors about their future plans. Data are shared with program areas as needed.

According to the spring 2017 survey (n=78), 76% of respondents indicated they were employed full time. A total of 21% indicated intent to attend graduate school without working, while 46% indicated intent to attend graduate school while working full time. A full 89% of respondents said they were working in their chosen field of study. Sixty-two percent of respondents reported they were making $40,000 or less annually. It should be noted that the 2017 survey showed a dip in response rates compared to previous years. The College intends to use a different approach to promoting and distributing the survey in the 2017-18 academic year in order to address this issue.

Wilmington is in also the process of rewriting its Alumni Survey with intent to launch the revised instrument during the 2017-18 academic year. The revised survey will borrow heavily from the University of Dayton's Destination Survey *[Ref: Copy of UD Destination Survey],* which collects detailed data by major that can then be used not only of reporting and academic program improvement, but also for recruitment purposes. The plan for the Alumni Survey is to administer it at 6 months, 18 months, 36 months and 60 months post-graduation. The survey will be administered in partnership with the offices of Institutional Effectiveness, Advancement, Career Services and Academic Affairs.

[ADD paragraph about Peace Corp Prep Program/WISE/Honors?]

Sources

[Ref: Institutional Assessment Plan]

[Ref: Faculty Handbook]

[Ref: Program Review Outline Draft 11]

[Ref: Program Review Outline Draft 12]

[Ref: Program Review Rotation Schedule]

[Ref: Link to good example of data file]

[Ref: Wilmington College Catalog]

[Ref: Whitney's Executive Summary]

[Ref: Example of syllabus check]
[Ref. Faculty Advising Handbook]

[Ref: Faculty Handbook]

[Ref: Wilmington College Credential Form]

[Ref: Copy of UD Destination Survey]

4.B - Core Component 4.B

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.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
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.

Argument

CORE COMPONENT 4.B.: THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL ACHIEVEMENT AND IMPROVEMENT THROUGH ONGOING ASSESSMENT OF STUDENT LEARNING.

Criterion 4 .B. 1 .: The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

COURSE, MAJOR/MINOR, AND PROGRAM-LEVEL ASSESSMENT PROCESSES

Each program at Wilmington College maintains and evaluates its student-learning outcomes. Course goals and objectives often reflect or contribute to student-learning outcomes. Course goals and objectives are stated on all course syllabi and reviewed with students at the start of each semester after they are reviewed and approved by the AVPIE *[Ref: Syllabus Checklist Fall 2017].*

Wilmington College has established a culture of assessment at the course, major/minor, and program levels. The College uses a new schedule for course evaluation, major/minor assessment, and program review, adopted and implemented since 2014. Under the new schedule, all tenured faculty are evaluated annually, and all junior and adjunct faculty, and all faculty at the branch campuses, receive student

evaluations in every course and peer evaluations annually. This is an improvement over the previous evaluation system, which involved only intermittent student and peer evaluation for tenured and adjunct faculty.

All full-time faculty submit annual self evaluations, as well *[Ref: Short and Long Form Annual Faculty Evaluation]*. Evaluation reports are submitted to the VPAA and AVPIE at the end of the academic year. Faculty receive a response from the VPAA each year, providing guidance toward continuous improvement in the classroom. Junior faculty also receive a response from their respective Area Coordinator. The AVPIE compiles such assessment components for faculty, which provides the basis for faculty review.

All major and minors are reviewed annually, and reports are submitted to the Assessment Committee, VPAA and AVPIE for review. Major/Minor assessments focus on progress made toward any/all identified major and/or minor goals and objectives. The Assessment Committee tracks Student Learning Outcomes (SLOs) for all majors/minors and monitors where they are assessed within the curriculum, for example, see: *[Ref: Student Learning Outcomes Grid: Psychology]*.

At the wider curricular program-level, faculty representing each program submit a report to the PRC, which involves evaluation of program goals and objectives, connection to the College mission, service to General Education and/or other disciplines, environmental and budget resources, and assessment of new opportunities and/or threats to its success. As noted in Criterion 4.A., programs are reviewed on a 5-year cycle by the PRC. Two main campus programs, Education and Athletic Training, undergo regular program assessment, review, and accreditation as part of the requirements of their outside accrediting agencies (see Criterion 4.A.5.)

GENERAL EDUCATION – LEVEL ASSESSMENT PROCESSES

General Education assessment involves regular evaluation of the major components of the General Education program at Wilmington College, including the Writing in the Discipline (WID), Global Education (GLE), and Skills Infusion (SI) components. Directors of each major component are full-time faculty members and have authority over their respective program goals and objectives, and methods for delivery and assessment. Directors submit an annual assessment report to the Assessment Committee for review and comment *[Ref: Writing in the Discipline Annual Report]*. In most cases, General Education directors instruct faculty on the use of assessment tools, often standardized rubrics, to aid in data collection. Such

tools reflect the learning goals for each component of General Education. For example, see *[Ref: Writing in the Discipline Rubric].*

Wilmington College is committed to ongoing assessment at various levels. The institution has maintained and developed clear processes to ensure student-learning goals are in line with the needs of today's workforce and the College's Mission, Vision and Core Values. These processes exist as a tiered assessment system in order to provide comprehensive information to the institution.

Criterion 4 .B. 2 . : The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Wilmington College assesses learning outcomes through formal assessment processes, as noted above. Reports at the course-, major/minor-, program- and General-Education-level specify achievements made toward learning goals and objectives. Such achievements are reviewed regularly by administrative bodies and the faculty and used in planning, decision-making, and budgeting. Assessment reports at the major/minor- and program-level include data analysis and proposal(s) of any relevant follow-up actions. Such regular reviews reinforce the good practice of continuous assessment review, analysis, and implementation. Having administrators at various levels, including the VPAA and AVPIE, provide regular input ensures a college-wide approach on par with the institution's strategic plan *[Ref: Institutional Assessment Plan].*

The College uses the Educational Testing Services (ETS) major field tests, which are nationally normed instruments, for several programs including biology, business, chemistry, criminal justice, literature, political science, and psychology. Such field tests are used to inform both major/minor assessment and program review. Other programs use similar national, state, or local instruments for data collection and analysis. The branch campuses do not use ETS field tests due to the nature of their students as adult learners.

Major General Education components use locally-normed assessment rubrics employed both in the classroom and across the broad faculty at bi-annual meetings. Data are compiled, reported to the Assessment Committee, and reviewed by the faculty each year. Trends toward the achievement of student-learning outcomes are discussed at the end of each academic year in an open meeting involving the full faculty, AVPIE, and VPAA.

During the 2016/17 academic year, 100% of General Education program components and 91% of required academic programs submitted annual assessment reports to the Assessment Committee for review from both the branch and main campuses. For more information, see the attached Summary of Assessment

Committee Activities annual report submitted by the Assessment Committee to the VPAA and AVPIE on May 17, 2017 *[Ref: Summary of Assessment Committee Activities, 2016-2017].*

In the Wilmington College Institutional Assessment plan there is a plan to assess all co-curricular and administrative offices and functions on a five year rotational basis. During the 2015-16 academic year IE was able to do proof of concept on the plan for co-curricular and administrative but there were a couple hurdles. We have already existing co-curricular assessment in place and most of it was in paper format, which meant all of the instruments had to be created electronically. Additionally, WC wanted to ensure that the survey instruments were measuring up against the CAS national standards. Proof of concept was successful, but it became quickly apparent that IE did not have enough resources (One person) to implement the full plan. Then on the issue of administrative operation assessment, that was a harder sell on campus. We beat tested one area in 2015-16 and were moderately successful. The huge challenge with administrative assessment was that WC couldn't afford to purchase the national survey instruments so IE would be charged with creating the instruments using national best practices and existing models such as CUPA, AIR , etc. This was a huge time demand on IE and there just weren't sufficient resources to get it all done. WC has continued to keep on track with beta tests, while asking others how they do it. In November 2016, the AVPIE, Title Program Coordinate, Title III Research Analyst and the Faculty Chair of the Assessment Committee went to a locally sponsored (SOCHE) Teagle Assessment Workshop (Center for Inquiry Wabash College). During this workshop the team had time to truly debate the issues and network with other assessment colleagues to look for ways to make the plan more functional. WC wrote an implementation plan that will allow implementation of the co-curricular and administrative schedule in Fall 2017.

Criterion 4 .B. 3 .: The institution uses the information gained from assessment to improve student learning.

Wilmington College administrators, faculty and staff receive regular reports on assessment outcomes, which drive progress toward improved student learning outcomes. Faculty regularly change course curriculum, delivery and instruction based on input from all assessment reports at all levels. Course evaluation data and comments are reviewed by faculty, the VPAA and the AVPIE and are consistently included in faculty evaluations and planning for the subsequent academic year.

Below is a case example of a curricular change among Social Science majors, including Criminal Justice, Political Science, Psychology, and Social Work, driven by assessment data collected since 2014.

> Across the Social Science (SS) majors (i.e., Criminal Justice, Political Science, Psychology, and Social Work), all students must take SS380-Research I with Descriptive Statistics. In the past, the course has included a full research project utilizing existing General Social Survey data, descriptive statistics, and separate lab component for learning how to analyze data using SPSS. However, after reviewing student-learning outcomes, for example *[Ref: Student Learning Outcomes Grid: Psychology],* for several of the course goals—and aligning those with goals for the majors—faculty in SS discovered that many students completed the course at the "developing" level. Thus, the entire area proposed a revision to the course that will begin to be implemented in 2018-2019 catalog year.

> This revision of the research course will include more emphasis on other parts of research besides quantitative reasoning using the survey methodology. The SS faculty, in consultation with the Assessment Committee, indicated that their assessment data suggested the course needed to spend more time on information literacy as well as on using other methods for computing basic statistics. The faculty believe this makes the course content much more approachable for students in each of the SS disciplines and better prepares them for the capstone or comprehensive research project option. In addition, much of the separate lab time will be devoted to meeting regularly with students one-on-one or in small groups to help them work on a research prospectus as a process that improves with each draft. Reducing the research project to a prospectus will allow for more time to be spent teaching and learning other relevant research methodologies.

A similar case example comes out of the Wilmington College branch campuses involving curricular change to the Strategic Organizational Leadership major.

> When the four-hour curriculum was instituted the Strategic Organizational Leadership major at the Cincinnati branches had two four-hour courses to provide students with a high level overview of Accounting and Economics. The feedback from the students in the initial offering of the courses suggested the content was overwhelming and seemed to be a mixture of items rather than a focused presentation.
>
> As a result, the branch faculty broke the two courses into four two-hour courses. The "Accounting for Managers" course became "Financial Accounting for Managers" and "Managerial Accounting for Managers." The course "Economics for Managers" became "Microeconomics for Managers" and "Macroeconomics for Managers." This gave each course separate goals and learning outcomes and allowed the instructors and students the opportunity to focus on the narrower topic rather than the previous broad topic. As with any course change, the new courses went through the normal approval process and were added to the Cincinnati course catalog since the major is only offered in the external programs.

With regard to General Education assessment, reports on progress toward student learning objectives are submitted by all General Education directors and reviewed each year by the Assessment Committee, the VPAA and the AVPIE. An executive summary is also presented to the faculty at the last meeting of the spring semester highlighting major outcomes and/or trends in the data as they relate to learning outcomes. Any changes to student learning objectives, pedagogical approaches used toward those objectives, and/or data collection tools or processes are discussed among faculty, the VPAA, and the AVPIE at that meeting. Below is a case example in which proposed curricular changes to General Education have resulted from assessment data collection and analysis.

> The Global Education (GLE) program is currently assessed through a series of student surveys: one given to incoming freshmen and transfer students at the beginning of their Wilmington College experience in either their G125 or GL325 (main campus) or GL129 (branch campuses) introductory global courses; a second survey given at the end of that course; and a third survey given at the end of their GL425 course, which they take as seniors. The first and last surveys are exactly the same instrument. This model has been

developed over the past three years. While survey responses are highly subjective relying on student perspectives, insight into students' reported comfort level when interacting with persons from other cultures, or their willingness to consider taking a job abroad, have led to changes to GLE course design and content.

Specifically, Wilmington College freshman report moderate to high comfort with others and a willingness to consider moving to another country. As seniors, however, students report lower levels of comfort with others or willingness to move or work abroad. In order to examine this discrepancy, the fall 2017 surveys will include more specific questions about students' attitude and relationship with the College's core value of diversity. The survey will also explore willingness to move or work in other parts of the United States.

Additional change proposals that have resulted from GLE assessment include:

1) Separating the First Year Experience components of GL125 into a new course to better fulfill the needs of today's incoming freshmen.
2) Providing students with more options for choosing their global topics courses.
3) Strengthening the continuity of global or universal world-wide themes and concerns throughout the General Education program.
4) Isolating the senior reflection paper as an independent project in which the student can place themselves and their educational experience within a topical context.

A similar case example from General Education in the use of assessment to improve student-learning objectives can be found in the appendix. See *[Ref: Writing in the Discipline Annual Report]*.

Criterion 4 .B. 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.

Good practice requires that the institution use assessment for both formative and summative purposes. In addition, it requires that the institution make assessment an integral part of teaching analysis, learning, and accountability. As indicated in this chapter, the institution has demonstrated substantial participation

from faculty and staff in assessment efforts. All faculty participate in assessment because all courses, all major/minor programs, and all major components of General Education are regularly assessed by multiple institutional bodies.

The College has incorporated recently more nationally standardized and normed assessment tools where they align to our curriculum and learning objectives. Specifically, 10 programs now use nationally standardized and normed assessment tools, a 66% increase since 2013. Prior to the 2013 HLC site visit, program may have collected data, but few analyses were taking place, and even fewer were reported to the administration or shared with other programs. Since 2013, the College has worked to establish formal and regular processes to address those deficiencies. Now, the College—at course, program, and General-Education levels— utilizes both quantitative and qualitative research methods, including but not limited to focus surveys, rubrics, focus groups and interviews, in order to ensure comprehensive data are collected for analysis purposes. Pre-testing and post-testing, multiple measures, and the use of multiple evaluators, for example when assessing student learning outcomes set forth by the WID program, are practices used to increase validity and reliability of assessment tools. The AVPIE assists faculty, the Assessment Committee and the PRC with monitoring data for outliers or problems with data collection instruments.

Based on the model put forward by the National Center for Higher Education Management Systems *(Ref: "Assessment Report, Ewell, 2007"),* institutions should consider various levels of assessment (group and individual) and focus or purpose (teaching/learning and accountability). According to the model, good practice should demonstrate a balance between formative and summative assessment processes. As applied to Wilmington College, the Assessment Plan used does reflect the balanced use of both formative and summative processes.

Sources

[Ref: Syllabus Checklist Fall 2017]
[Ref: Short and Long Form Annual Faculty Evaluation]
[Ref: Writing in the Discipline Annual Report]
[Ref: Writing in the Discipline Rubric]
[Ref: Institutional Assessment Plan]
[Ref: Summary of Assessment Committee Activities, 2016-2017]

[Ref: Student Learning Outcomes Grid: Psychology]
[Ref: "Assessment Report, Ewell, 2007"]

4.C - Core Component 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.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
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.)

Argument

CORE COMPONENT 4.C.:
THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO ITS RETENTION, PERSISTENCE, AND COMPLETION RATES IN DEGREE AND CERTIFICATE PROGRAMS.

In 2009, Wilmington College elevated the urgency and attention for retention, persistence and completion rates. In 2009, the position of Associate Dean for Academic Affairs was redesigned to include responsibility for retention, which resulted in the position being reclassified as Associate Vice President for Academic Affairs (AVPAA). Additional administrative leadership was provided by the Vice President of Student Affairs. In August 2014, Academic Affairs added the Director of Institutional Effectiveness, which replaced the former IR position and expanded the role to have responsibility for assistance in planning, accreditation and assessment as well as reporting which is the only piece the prior position covered.

The Director of Institutional Effectiveness position was further elevated in July 2016 when the position was moved to Assistant Vice President. This move was made to provide more authority and responsibility to the position. Wilmington College monitors its Retention and Graduation rates regularly and the data is used in supplemental support planning, budgeting and enrollment forecasting. Student persistence has been recently (since IPEDS Outcomes Measures was added to reporting in 2015–16) added to the data that is monitored. The word persistence in this case would be defined as students who start at Wilmington College but continue their educational enrollment and graduation at another institution. Basic Federal definitions exist for Retention and Graduation Rates, but Persistence looks beyond what happens at the specific college and monitors the student's progress and outcomes after they have left the institution. In June 2015, Wilmington College authored a Title III Application specifically focused on retention and graduation rates. That grant was funded in September 2016. The funding of this grant and the software and retention system will assist us in expanding our data collection and knowledge of persistence.

Criterion 4 .C. 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.

Data are collected annually pertaining to student retention, persistence, and completion. Retention is defined as the percentage of first time undergraduate degree seeking students enrolled from Fall to Spring and Fall to Fall semesters. Beginning in 2015–16, we began to track the year to year retention of our second year students. With the addition of our Title III grant, WC will be tracking retention at a multitude of levels including: each academic classification level, major, concentration co–curricular sub populations such as Athletics, Leaders, Student Government, Greek, etc. WC completion rates are measured by the percentage of incoming first–year students who graduate within four years, five years and six years. The rate is tracked annually at four, five and six year as well as by race and gender. Retention and Graduation Rates as well as some Outcomes Measures are reported annually to IPEDS and shared with HLC through our annual reporting. (LINK TO 2016–17 OUTCOMES REPORT) With the expanded role of the Associate Vice President and the addition of the Assistant Vice President, specific retention rates have been set and agreed upon for budgeting and enrollment purposes. Wilmington College further solidified the goals by including them in the Title III grant application process. In addition, data collected on a regular basis is used to enhance programming and intervention strategies, specific goals for

retention. The Title III grant has retention goals of 3% increase for both First Year to Second Year (baseline 68%) and Second Year to Third Year Students (54%).   The Title III grant also calls for improvement in the four year graduation rate raising it from 51% to 54% by 2020. (ADD LINK) The goals that were established for the Title III Grant are consistent with our population being 43% first generation and high financial need based on national research and comparable data. Over the past two and half years, Wilmington College has engaged in an extensive Strategic Planning Process which yielded a completed plan for Board approval in April 2017. The Strategic Plan calls for increased retention and we anticipate the Strategic Plan metrics will mirror the metrics of our Title III Grant. (http://www.wilmington.edu/wp-content/uploads/2015/03/WC-Strategic-Plan-2020-V5-April-2017.pdf) The metrics for the Strategic Plan are forthcoming in 2017-18.

Title III Grant Goals:

Institutional Goal #1 and Title III Goal: *Improve the viability of the College through stable enrollment, supported by infrastructure and a culture of assessment*

Measurable Objectives Attainable by September 30, 2020:

1. Increase the retention rate of first to second year students from 68 percent to 71 percent over
    the five year period of this grant (2015 – 2020).

CINCINNATI BRANCHES

The Cincinnati branches devote considerable attention to retention, persistence and completion rates. Data on these areas are collected and examined by the Vice President of External Programs, the Cincinnati Faculty and the President's Council. Bench-marking goals in adult education is difficult because of the fragmented and transient nature of the non-traditional and transfer student. In addition, start to end dates for students vary greatly, making accurate information hard to gather. As for retention rates, the Blue Ash campus has averaged 70% in year-over-year comparisons. The retention rate for the degree completion program at Cincinnati State has averaged 85%. However, the most meaningful rate for transfer and adult programs is the graduation or completion rate. After determining the graduation rates for new students entering each fall semester from 2007 to 2014, the Blue Ash campus average graduation rate was 54.7%. For the degree completion program at Cincinnati State, the average graduation rate was 81.7% for the same period

(FA07–FA14), which exceeds a key benchmark rate for adult completion programs. We continue to evaluate program data to determine those variables that will improve (or, in the case of our Cincinnati State program, maintain) our persistence and completion rates.

Our Cincinnati Branch and Cincinnati State location have been flexible to market trends in the adult higher education degree completion market, most recently writing and adopting a five year business plan. The plan details metrics for enrollment and revenue. (LINK TO CINCINNATI BUSINESS PLAN)

Criterion 4 .C. 2 . : The institution collects and analyzes information on student retention, persistence, and completion of programs.

Wilmington College collects and analyzes information on student retention, persistence, and completion of programs. Retention data are collected through the 14–day head count that is validated by the Registrar and Institutional Effectiveness. The retention rates from first to second year for the past ten years are currently kept by the Registrar and circulated annually. (LINK TO COHORT CHART) The institution's five year average retention rate from the first to the second year is 67.6%. (NOTE to SELF http://www.act.org/content/dam/act/unsecured/documents/Ohio–RCR–2013.pdf) The ACT National Data on retention from 2016 shows the national average for four year private institutions at 70.8% while schools with traditional selectivity had retention of 64.8%. Wilmington's five year average falls right in the middle of the two national benchmarks. Our stretch goal over the next five years is 71% for first year to second year retention and 54% for second year to third year retention.

We currently do not have yearly persistence goals but with our new process to collect data for IPEDS Outcome Measures we are discovering that in the past year close to 50% of our class transferred out by the end of the four years. With the addition of IPEDS Outcome Measures WC is now running their student records through the National Student Clearinghouse to determine where non completers go after WC. This is data we did not previously have but we have for the 2016–17 IPEDS reporting and it is data that will inform our programming and services moving forward. The Title III Grant is allowing us to build predictive models and purchase a retention CRM. The new system will help us with the data collection process for IPEDS Outcomes Measures as well. We will be reviewing our data for the past cycles of IPEDS Outcome Measures and setting persistence metrics during the 2017–18 school year.

Wilmington College prides itself on the majority of its graduates completing their studies in four years. The Title III Grant focuses on the four year graduation rate for the college. Wilmington College takes student debt seriously and does everything we can to assist the student in on time degree completion. Our goal is raise the four year graduation rate to 54% over the next five years. Progress has been made in the past three years as the graduation rate for four year has improved from 38% in 2009 cohort to 49% for most recently reported 2011 cohort. Our preliminary data for the FA13 cohort which would have met their four year graduation date this past spring and would have been the first class to finish under our newly revised four credit hour curriculum will be something we review closely in Fall 2017 to determine if the four credit hour curriculum is creating any barriers to completion for our students.

Criterion 4 .C. 3 .: The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Wilmington has been effectively using our data for planning and budgeting. We know from previous budgeting research that our retention rate "sweet spot" is around 325 First Time Full Time Freshman. When we were ambitious and enrolled 383 FTFT in FA14, we found that our retention rate dipped to 64%. The research showed some correlation between the size of the entering class and the first to second year retention rate. Based on that research we have a target enrollment for First Time Full Time Freshman of 325 each Fall. The 325 number is used for admission metrics as well as used in the forecasting and planning of our college budget.

Our retention and graduation data has been shared manually via email for the most part over the past three years. During FA2014, WC purchased the MapWorks Retention System. That system allowed us to communicate campus wide (main campus only) on students. The company and system were purchased by McMillian Publishing in 2014–15 and underwent major revisions completed so that the product no longer fit our needs. We liked several components of the system: Referral System and the Student Academic Progress reporting. When we ended our contract with MapWorks in FA2015, we built a system for referrals and Student Academic Progress by using our survey software and Excel databases. These processes allow us to track students who are experiencing academic difficulty and attendance problems. Once the reporting is complete, we then notify the student, academic advisor, coach, multicultural affairs, etc, as well the student's parents if they are having difficulty in more than one course. With the implementation of the

grant, students now receive personalized contact and attention to address the concerns detailed in their referral or academic progress report. The Title III Student Success Coaches then work with the student to arrange appropriate supplemental support services. If the student needs to drop a course they will be referred to their academic advisor. Academic Advising still occurs with their academic Advisor, who is a faculty member. (ADD GRAPHIC OF PROCESS FLOW)

Our adult students in Cincinnati have professional advisors, not faculty advisors. The Blue Ash Branch and Cincinnati State location share a similar process for referrals as faculty are asked to notify the VP of External Programs of any student who is experiencing academic difficulty. The VPEP then takes steps to work with the students, faculty member and any support services to assist the student in their educational needs.

The College uses a combination of communication and monitoring systems to assist students in completing their education on time. The College's classification of good academic standing, probation, and suspension include a criterion that addresses persistence. Specifically, the Student Handbook states that to remain in good academic standing, "the student must average 12 credit hours with passing grades of 'D' or better during full-time semesters enrolled at Wilmington College." If the student's earned credit hours are below an average of 12 per semester, the student is placed on probation, a situation in which he or she is closely monitored and supported. Wilmington College strives to keep students well informed about their academic progress. The Assistant Registrar monitors every student and provides a written report of their progress toward meeting general education requirements when students have earned anywhere between $40 - 54$ semester hours, typically the second semester of their sophomore year.

WC transfer students receive a copy of a general education check sheet when they first transfer to Wilmington, regardless of the number of hours earned. This form details the credit that is accepted and what course it is being accepted for. Transfer students then meet with their Academic Advisor who has a copy of the general education checklist and discusses it more in depth with the student so they understand what if any General Education courses will be required at Wilmington. For our Cincinnati Branch and additional location the transfer evaluation process is handled by the VP External Programs along with appropriate faculty. The Main Campus Assistant Registrar is then notified of credit granted based on existing college guidelines.

The Assistant Registrar individually reports to each student the status of graduation requirements one year before the student is scheduled to graduate. The report states the number and nature of courses the student needs for graduation. After that, the Assistant Registrar monitors them throughout their final year at Wilmington to be certain they are completing the requirements and are registered for the courses needed for graduation. The Assistant Registrar sends emails and letters to students and also makes telephone calls to keep them on track during their final year. Wilmington College practices "proactive advising," in which students must meet with their advisers in order to be cleared to register. Proactive advising ensures that students understand the required courses, the required sequence of courses, and the necessary pacing to graduate on time. The AVPAA monitors student registration closely. Approximately nine days after the start of registration, the Registrar's Office compiles a list of non-first-year students who have not yet registered for the following semester. The initial step is to email the students' advisors and discover whether or not contact has taken place. The next step is to individually email each student, inquiring if there are difficulties. The third step is to telephone each student. The same process is followed with first-year students immediately after their scheduled registration period. Contact is kept with unregistered students over breaks, so that nearly every unregistered student receives personal contact about registering for the next semester. If possible, the AVPAA registers the student at the point of contact.

ACADEMIC PROBATION

Since 2013, Wilmington College has used interventions to support students placed on academic probation. ID100: Effective College Study Strategies, a course taught by the Student Success Coordinator, is a key element of Wilmington's retention plan. In 2009, in response to the three-year decrease in retention, the institution began requiring all students on academic probation to enroll in the course, which was taught by the Academic Services Director from then until 2011. With the awarding of our Title III Grant that began October 2016, the Student Success Coaches will teach and will teach the IDS course each term since they are the main point of contact for students on probation. A copy of the syllabus for ID100 can be found in the (ERef: "???????").

For our Cincinnati Branch and additional location, we do not have the ID100 course but they do have the Personal Graduation Coach (PGC) model which provides a student with one on one interaction and degree planning with their professional advisor. Any referrals or academic probation concerns would be explored through the PGC relationship.

SATISFACTORY ACADEMIC PROGRESS

A proposal to change the criteria for Academic Good Standing to better match the federal guidelines was accepted by the faculty in 2011. Prior to 2011, to be in academic good standing, students had to have a minimum cumulative GPA of 1.6 for first-year students,
1.8 for sophomores and 2.0 for juniors and seniors. The new (post 2011) criteria permit a minimum cumulative GPA of 1.8 for a student's first semester and a minimum cumulative 2.0 for every subsequent semester. Incoming students and their parents are informed that not meeting the criteria could result in loss of financial aid, and letters are sent to parents for students who waive FERPA rights, keeping families informed of the possible consequences of low GPAs. Since the Academic Good Standing change could not be implemented until the 2012–13 academic year, a group of students who were not on Academic Probation but who were on financial aid warning because of a less-than-2.0 GPA was monitored closely by the AVPAA. The AVPAA uses multiple sources of data to track students who may have SAP difficulty. The SAP Policy is included on every course syllabus as required information. The Title III Student Success Coaches are also available to assist students who might have SAP concerns.

STUDENT RESOURCE CENTER

The Student Resource Center (SRC) through the Title III funds will have additional resources upon which to look and will also have more opportunity to partner with other support services to provide a more comprehensive support solution for students. The Student Resource Center is a constellation of support services that includes the Writing Center, the Math Center, Supplemental Instruction, tutoring, Disability Services and the Student Success Coaches. All services are free to enrolled students. The staff includes the following full-time positions: Student Resource Center manager, Director of the Writing Center, Disability Services Director and two Student Success Coaches. Two full-time math faculty share the oversight of the math center, which is also staffed by trained math tutors.   With the exception of the math center, all services are located in one area, which contains offices for staff and open spaces for students to use for studying or tutoring. The math center is located in the math department in an adjacent building. The Writing Center and Math Center serves students on a walk-in basis or by appointment. Students may request a tutor in any subject and make appointments online.

Criterion 4 .C. 4 . : Processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practices.

Beginning in August 2014 with the hiring of the Institutional Effectiveness Director, Wilmington College began a revised data collection process that includes 14 day enrollment census validation between the Registrar and the Office of Institutional Effectiveness. The Office of Institutional Effectiveness then locks down the 14 day census data and uses that data for reporting. The Office of Institutional Effectiveness brings together data form the Registrar, Admission, Athletics, Student One Stop and Student Affairs to create a master database for reporting and data support. It includes enrollment profiles being generated for the college personnel about the class that has just been seated, there are three profiles provided: First Time Full Time Freshman, First Time Transfer and Continuing Students. As IPEDS reporting is completed throughout the year, the Office of Institutional Effectiveness sends a brief summary to the President and Vice President of Academic Affairs as well as other VPs as needed, so that they can be knowledgeable on the data being reported by the institution. An example of this is the annual report of the IPEDS Feedback report which provides updated data and analysis of changes year over year. (LINK IPEDS FEEDBACK REPORT summary)

Sources

There are no sources.

(INSERT INSTITUTIONAL ASSESSMENT TIMELINE)

CRITERION 5 RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

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

INTRODUCTION

Over the last 20 years, Wilmington College's actions regarding resources, planning, and institutional effectiveness reflect significant efforts in difficult times to fulfill its Mission while improving the quality of offerings. Resourcefulness has been the key to maintaining and improving our programs while meeting the needs of our constituencies. It is clear that the College continues to practice good stewardship of its resources while meeting the challenges presented.

Wilmington College continues to demonstrate that it has the financial resources, personnel, and physical and technological infrastructure to support its operations. There are times, however, when the resources of the College are constrained.

Argument

CORE COMPONENT 5.A: The Institution's Resource Base Supports its Current Educational Programs and its Plans for Maintaining and Strengthening Their Quality in the Future.

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

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

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

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

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

Criterion 5.A.1: The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

FISCAL RESOURCES
Operations

The College has balanced its budget for the last 20 years, but at times there have been salary freezes or hiring freezes, and the retirement matching contribution for faculty and staff has been reduced at times. The upcoming fiscal year 2017-2018 posed another fiscal resource challenge which was addressed by a working group of trustees and administration. The most recent process is elaborated upon under Criteria 5.A.5.

Financial Management

On July 19, 2017, President Reynolds sent the following email to all faculty and staff after the Board of Trustees had concluded their July meeting and took actions on the budget for the 2017-18 academic year:

As many of you know, for the past 18 months, a group of Trustees and the President's Council have been meeting on a regular basis (2 - 3 times

per month) to evaluate the operational structure of the College in order to create a sustainable business model that will allow us to provide students with the best possible educational experience while remaining financially stable. This included preparing a detailed financial plan to improve our ongoing budget issues.   The first part of this sustainability plan was to develop revenue generating programs (i.e., new academic/co-curricular programs that would increase enrollment). Those plans were discussed and approved at the April Board meeting and are now in the implementation phase. The second part of the plan was to look for ways to decrease our expenses. When faced with budget deficits in the past, the history of the College has been to cut operating budgets in order to bring the budget into or close to balanced. Unfortunately, we have been doing this for at least the past 20 years and the net result has been to continuously diminish the operating funds available to mount our academic and co-curricular programs. We have also lost several sources of revenue that had offset the true deficit on the main campus. The Prison Educational Program was cut by the State four years ago, our Cincinnati programs have lost enrollment to where they are a break even proposition currently, and we discontinued our Master's in Education program and Evening College when enrollments dropped to a point where these programs were unsustainable. All of this has contributed to the issues we currently face.

At the July Board meeting, we had a very detailed and difficult discussion concerning the expenses of the College. It is apparent that we will not be able to trim the operational budget in order to get to a more favorable financial position. Our only recourse at this point is to eliminate staff and faculty positions. These discussions have been ongoing and have been difficult. Each person that works at Wilmington College has value and so we deliberated in a careful, confidential, and humane way to find where we could make staffing cuts. After discussions with the Trustees who were members of the Working Group, we presented our recommendations to the Board. After all who wished to speak were heard, we came to a consensus around the recommendations for the 2017-18 budget.

The budget that was approved contains three elements that are important for you to know about. First, the budget still contains a $2.3 million budget deficit. Second, there will be 15 positions eliminated -- five are open positions and will be left unfilled. The remaining ten require termination of a current staff or faculty member. The annualized savings for the elimination of these 15 positions is approximately $720,000. The positions come from across campus. Third, the Board approved a one-time additional draw from the endowment of $481,000 to provide severance payments and to fund some of the revenue generating initiatives for this year.

In addition to approving the budget, the Board also approved language that will be inserted into all employee handbooks that clarify the authority of the Board to act as the fiduciary agents for the College.

President Reynolds has continued communicating with all constituents through focused emails and the Wilmington College Vision website https://www.wilmington.edu/vision/ . The first of these addressed the process and outcomes.

To create a sustainable business model, the Board has approved several actions and initiatives that include short- and long-term expansion and realignment of our programs and services, differential pricing for housing and meal plans, cost containment and deficit reduction. This is the final phase of Vision 2020, the plan for promoting growth under President Jim Reynolds, who was inaugurated in 2013. Key components of the plan are affordability, new programs, enhanced facilities and creating a sustainable business model.

There are several reasons for this change:

1.   Changes in the higher education market have placed significant pressures on the operational structure of Wilmington College as well as many other colleges and universities in the region and nationally. It is well documented that the landscape of higher education is changing. Current trends include:

A. Declining market of high school graduates seeking traditional colleges (Midwest is one of the highest affected markets)

B. Popularity of Community College as a "value alternative" – 2+2 and 3+1 models, as well as Ohio's robust College Credit Plus Program.

C. National view of value of higher education is shifting – Affordability is now one of the top concerns

2. The College revenues declined, in part, due to the loss of the College Prison Program and the reduction in external branch enrollment due to for-profit competition in the Cincinnati market place.

3. The College cannot continue its current annual operational deficit (nearly $3 MM) on the main campus, caused by these changes in the higher education landscape, and remain viable. Our rainy-day funds are exhausted.

The Board had an oversight role in this process. They served as outside experts in their fields providing sound guidance and advice when requested and ultimately had final review and approval of the suggested changes. The College recruited a group of individuals comprised of Board of Trustee members and upper level management to analyze the current situation and develop strategies to roll out this final phase of Vision 2020 and address our current operational structure limitations. The purview of this group was to create new programing to strengthen or create new revenue streams capable of driving growth at the College, as well as develop a cost containment strategy to help reduce the deficit. The decisions were suggested by management of the College and ratified by the Board of Trustees.

While the current negative cash flow situation is not sustainable, the College has developed a plan that gets the financial balance sheet back to a balanced budget in four years. The new revenue driving initiatives, coupled with cost containment actions, will help mitigate the cash flow issues going forward. While the future is difficult to predict, the plan that is being put into place has been carefully vetted. We believe its effect on reducing the deficit will create a sustainable operating model and place Wilmington College on the path to a stronger future.

The financial plan developed by the Working Group and approved by the Trustees at their July meeting includes the development of academic and co-curricular programs designed to increase enrollment on the main campus, to limit expenses at the Cincinnati campuses, and other cost containment measures. Based on this plan, the College is forecasting that it will return to a balanced budget in the 2020–21 academic year.

The audited financials for the past 15 years provide a picture of how the institution balanced the budget, as they show the draw down from the endowment and transfers within funds to avoid deficits. The Board of Trustees demonstrate their awareness of the fiscal condition and take an active role in evaluation and approval of the administration's recommended actions.

Enrollment drives any educational institution. The College enrollment trend has been flat over the past four years. Enrollment data, Table 5.1, for the main campus is based on full-time students and in the branch campuses by credit hours, as there are few full-time students.

Year	Main Full-time Head Count	% +/- (Base Year 2013-2014)	Tuition Discount Average Discount Rate	First Year Student Discount Rate	Blue Ash Credit Hours	% +/- (Base Year 2011-2012)	Cincinnati State Credit Hours	% +/- (Base Year 2011-2012)
2011-12	1041	100.0%	50.50%	54.00%	2499	100.0%	2617	100.0%
2012-13	1062	102.0%	52.50%	52.92%	1722	68.9%	2721	104.0%
2013-14	1007	96.7%	54.40%	58.90%	1469	58.8%	2142	81.8%
2014-15	1076	103.4%	55.00%	59.00%	1337	53.5%	1547	59.1%
2015-16	975	93.7%	46.00%	42.60%	1305	52.2%	2165	82.7%
2016-17	1015	97.5%	46.50%	50.80%	1144	45.8%	2115	80.8%
Notes:								
1. In 2013-14 the College switched from 3 hour courses to 4 hour courses. This reduced the number of course offerings and the number of courses a student could take in a semester.								
2. In 2015-16 the College reset its tuition and modified its aid program for incoming students. This is a one- time anomaly.								
3. In 16-17 the adjustment to the national average for the Fiscal Year brought the discount back in line.								

Table 5.1 Enrollment

Main campus has responded to the enrollment decline by cutting costs and attempting to increase revenue. Retention efforts were increased, as discussed in Criterion Four.

The Cincinnati branches began marketing and program initiatives to boost enrollment. The "Personal Graduation Coach" and "Where There's A Wilmington,

There's A Way" campaigns emphasize the importance of program completion and the attention students will receive in achieving it. These programs began offering 15 to 20 % of the semester offerings in hybrid or blended format courses as well as two or three online courses per semester. In addition the program will expand to another location at Southern State Mount Orab the fall of 2017–18.

In Table 5.2, taken from the audited financial statements, the sources of revenue show college–funded scholarships varying over time. Moreover, over the past twenty years, the student tuition and fees have not kept pace with inflation. The total revenues have also remained flat over this period.

Revenues (in $1,000)	FY 2013	FY 2014	FY 2015	FY 2016
Wilmington Campus	28,554	27,437	29,578	23,033
Cincinnati Branches	1,510	1,222	1,025	1,215
College Funded Scholarships	(16,411)	(16,206)	(17,728)	(12,191)
Net student tuition	13,654	12,453	12,875	12,057
Private Gifts and Grants	3,352	2,676	4,580	3,240
Government Grants	449	391	391	410
Interest on Student AR	159	165	129	84
Investment Income	776	911	1,211	1,328
Change in value of split interest agreements	188	74	57	(56)
Other Income	586	393	800	956
Auxiliary Enterprises	6,505	6,287	6,860	6,639
Net Assets Released	2,047	3,105	3,200	3,587
Revenue, Gains, and other support	27,716	23,351	26,905	24,657

Table 5.2 Revenues

The Board of Trustees has approved varying percentages of increase in the student revenue categories over the years to remain competitive and still cover all costs as illustrated in Table 5.3. This balancing act combines a stated rate with a discount to lower the tuition to a competitive level.

	Main Campus Tuition		Standard Room Board Fees		Blue Ash Tuition		Cincinnati State Tuition	
2012–13	$27,370		$4,916		$470		$270	
2013–14	$27,890	2.0%	$5,010	2.0%	$450	–	$280	3.7%
2014–15	$28,420	2.0%	$5,010	0.0%	$450	0.0%	$290	3.6%
2015–16	$23,800	– 16.0%	$5,010	0.0%	$455	1.0%	$299	3.1%
2016–17	$24,300	2.0%	$5,010	0.0%	$455	0.0%	$299	0.0%
2017–18	24,800	2.0%	$5,010	0.0%	$455	0.0%	$299	0.0%

Table 5.3: Tuition & Fee Increases

Studies of tuition rates and other fees in the region need to be conducted by the administration before recommending changes. Competition for students is high, as there are over 180 four-year colleges in Ohio, Kentucky and Indiana.

To attract non-traditional students, the branch campuses offer a community college scholarship to offset the fact that we offer no discounting from the sticker price. This scholarship rewards students who have earned an Associate degree from a regionally accredited institution with a minimum GPA of 2.5. We hope that a scholarship that rewards persistence and academic performance at the Associate degree level will encourage academic success and persistence at Wilmington College. Students need to maintain a 2.5 GPA average and complete 6 semester hours each semester at Wilmington College to continue receiving the scholarship. The scholarship is equal to 25% of the current credit hour rate.

Expenditures by major categories as a percentage of total have remainder relatively constant over the past four fiscal years as seen in Table 5.4 Managing expenditures in the face of stagnant revenues has remained a challenge.

Expenditures (000 ommitted)	FY 2013		FY 2014		FY 2015		FY 2016	
Instruction	$ 6,590	28%	$ 6,891	29%	$ 6,619	28%	$ 6,485	26%
Institutional Support	$ 4,827	21%	$ 4,729	20%	$ 4,304	18%	$ 4,863	20%
Academic Support	$ 1,183	5%	$ 1,146	5%	$ 1,178	5%	$ 1,215	5%
Student Services	$ 4,477	19%	$ 4,756	20%	$ 5,084	21%	$ 4,847	20%
Other Expenses	$ 3	0%	$ 35	0%	$ 19	0%	$ 21	0%
Plant Maintenance	$ 3,800	16%	$ 3,982	17%	$ 3,906	16%	$ 4,222	17%
Interest Expense	$ 322	1%	$ 297	1%	$ 501	2%	$ 854	3%
Auxillary Enterprises	$ 2,234	10%	$ 2,222	9%	$ 2,273	10%	$ 2,228	9%
Total Expenses	$ 23,436		$ 24,058		$23,884		$ 24,735	
Bad Debt and other losses	$ 288		$ 417		$ 371		$ 471	
Total Expenses and losses	$ 23,724		$ 24,475		$24,255		$ 25,206	
Change in net assets from Operating Activities	$ 1,946		$ (1,123)		$ 2,649		$ (549)	
Investment Income in excess of amounts designated for current operations	$ 1,821		$ 5,887		$ (82)		$ (2,257)	
Change in Net Assets	$ 3,576		$ 4,517		$ 2,560		$ (2,803)	

Table 5.4 Expenditures

Long–Term Debt

The management of long–term debt is a challenge for any institution. As Table 5.5 illustrates, the College had been reducing both the balance of and the interest rate on its debt. The addition of the new Center for the Sciences & Agriculture and Center for Sport Sciences have increased the long–term debt in the last two years.

Fiscal Year	Balance (000 omitted)
2013–14	$6,524
2014–15	$6,163
2015–16	$19,685
2016–17	$25,210

Table 5.5 Long Term Debt

Leave Your Mark Campaign

Over the past five years Wilmington College's historic comprehensive campaign entitled "Leave Your Mark" has raised over $19.35 million towards our $21.2 million goal from Alumni and Friends. Two anonymous donors have come forward to pledge that they will each match all new gifts – on a dollar–for–dollar basis up to $1 million – in an effort to initiate the final chapter in this multiyear campaign. This gift is designed to inspire and encourage our Alumni and Friends to invest in the bold future that the College is creating. A future that envisions state of the art facilities to augment our excellent and unique hands–on learning methodologies; additional scholarships that open the door to a better life for our students; enhanced international study opportunities that provide our graduates with a deeper sense of self and understanding of the world; and increased unrestricted gifting that supports the life changing activities of the College.

Endowment

The endowment was affected by the economic downturn of 2008. The fund balance as of January 1, 2000 totaled $16.3 million and was $22.5 million at the end of June 2017. The most recent ten years of data is presented in Table 5.6. There are 125 separate endowment accounts, of which 20 had a negative balance as of December 31, 2011. The rise and fall in the balance can be seen in this analysis of the balance change as of June 30, each year. In some years a draw could not be made from the endowment because the balance was less than the Board of Trustee policy limit. The Board of Trustees reviews the endowment and its management at least once per year. Actions taken the past eight years have strengthened the endowment fund. Taking into consideration all of the events in the 10 year period, including the 2008 economic downturn, the College has still seen growth in this major source of funds for student grants and offsetting expenses.

Endowment Funds				
Balance	Corpus	Value	Temporary Balance (Value-Corpus)	Draw
2006-07	$ 12,252	$ 17,318	$ 5,066	$ 741,183
2007-08	$ 12,934	$ 18,581	$ 5,647	$ 705,121
2008-09	$ 13,374	$ 14,507	$ 1,133	$ -
2009-10	$ 13,436	$ 16,568	$ 3,132	$ -
2010-11	$ 13,565	$ 19,143	$ 5,578	$ 799,000
2011-12	$ 14,109	$ 18,030	$ 3,921	$ 800,000
2012-13	$ 14,748	$ 20,202	$ 5,454	$ 826,000
2013-14	$ 15,367	$ 23,086	$ 7,719	$ 875,000
2014-15	$ 17,068	$ 24,572	$ 7,504	$ 938,000
2015-16	$ 17,245	$ 22,547	$ 5,302	$ 1,034,000

Table 5.6 Endowment

The Board took corrective action during this period of time (2008 to present). In their January 24, 2009 minutes, the Board received the recommendation that a minimum of 85% of the total of all fixed income investments held in the College's endowment have a BBB investment grade rating or above. The following January it was reported that the Committee received a report from the Greystone Consulting Group, Inc. on the performance of the College's investment portfolios. The report indicated that the College's investment goals were being achieved and investments had out–performed the benchmarks. The Board of Trustees and the administration have taken the necessary steps to insure there are adequate fiscal resources to meet the needs and plans of the College.

Upon the completion of the Lave Your Mark Campaign in December 2017 the Advancement team will be working on a new one that will heavily feature endowment building.

Housing

On campus, college–owned housing occupancy has ranged from a high of 72.6% in the most recent year to a low of 67.6% in 2013–14 as illustrated in Table 5.7. This in part drives the room and board rates, which have been raised by the same amount as main campus tuition. Low occupancy of a primarily fixed–cost facility impacts the College's financial health.

Housing				
	FA13	FA14	FA15	FA16
Enrollment	1007	1076	975	1015
Housing	681	761	703	737
Percentage	67.6%	70.7%	72.1%	72.6%

Table 5.7 Housing

Human Resources

The Annual Faculty Salary Report (attach link to latest report) data reveals that the College faculty salaries are below the average of our peers. The funding gap to meet our published salary goal for Faculty salaries in 2016 was $595,042. However, we still attract qualified staff, as outlined in Criteria 3. Per the Faculty Handbook:

Per Appendix 1.20 Salary Policy – Salary Administration for Faculty:

a. On or before December 15 (change being proposed through Faculty Council for March 15) of each year, the VPAA/Dean of Faculty shall make available to the Faculty Council a summary of full time ranked faculty salaries for the current academic year; at minimum, this summary shall identify the range, median and mean salary of salary at each rank.

Goals for salaries for full time academic faculty shall be established by the VPAA/Dean of Faculty in consultation with the Faculty Council. The College's goal for faculty salaries shall be set at or above 100% of the corresponding group mean of academic ranks in our set of normative peer institutions. If our normative peer group changes, the goal will be to achieve at or above 100% of the corresponding group mean of academic ranks in our new set of peer institutions. Wilmington will review its current peer group as part of the strategic plan in 2017–18.

Wilmington is not able to compare staff salaries as that data is hit or miss in the national surveys such as CUPA, because of different reporting structures.

Last year, Wilmington prioritized merit increases for faculty and staff equal to 2% of payroll. The Vice Presidents were tasked with using evaluation and job performance data to determine the appropriate salary increase per employee.

The College's full-time equivalent (FTE) staffing for FA16 was 197 total which represents 65 FT Faculty and 50 PT Faculty and 105 FT Staff and 32 PT staff. We have consistently employed the fourth or fifth smallest staff among our peers. The Faculty headcount is largely unchanged from FA15. In FA16 WC maintained its 16:1 student to faculty ratio.

Physical Plant

The Physical Plant is periodically assessed by maintenance staff through an analysis of pending work orders and other studies. Pending work orders are prioritized based on the nature of the repair, with health and safety the highest priority.

The deferred maintenance to be approximately $5 million with the recently acquired Quaker Recreation Center (the former YMCA building) being 2 million of the total. The Board of Trustees reviews the list and other proposed capital improvement items through its Building and Grounds Committee. The Committee prioritizes requests and makes recommendations for Board approval. A review of the past few years of the Board's Building and Grounds Committee minutes highlights some major activities.

From 2003–2016, the value of the physical plant of the College has increased the book value from $22.6.million in 2013 to almost $44 million in 2016, including:

- The Center for the Sciences & Agriculture (CSA), formerly the Kettering Science Hall, served Wilmington College students well since opening in 1960, but its aging infrastructure and the recent influx of students in agriculture and the sciences brought about a need for a renovation and expansion. The Center for the Sciences includes the renovated 34,000 square-foot former Kettering Science Hall and a 13,500 square-foot addition. The facility hosts 10 classrooms, 10 laboratories, three research labs, two 100-seat lecture halls and 30 offices. The CSA, which was designed for Silver LEED certification as an environmentally friendly facility, is the College's largest academic building.

- The $10.2 million Center for Sport Sciences (CSS) represents a unique blend of academic, athletic, recreational, medical and commercial elements

rarely seen on the NCAA Division III level. The Center for Sport Sciences instantly became a signature facility on campus when it opened in August 2015. The CSS is home to the College's nationally prominent athletic training program and other sport sciences, and, with its 40-by-40-yard, indoor turf field and related athletics amenities, also accommodates training for essentially all of the College's 20 varsity sports teams, in addition to giving students additional options for co-curricular and recreational activities.

What makes the facility so functionally distinct is the presence of four commercial medical offices: Beacon Orthopaedics and Sports Medicine, Chiropractic Care of Cincinnati, CMH Regional Health System's imaging and sports medicine center, and Drayer Physical Therapy Institute. Now, athletic training students can gain significant clinical experience without leaving campus.

- Bailey Hall was remodeled for swing space because of CSA construction and now houses classrooms and faculty offices

- Quaker Recreation Center (the old YMCA building) acquisition and now using approximately 80% of the building. Some remodeling has created a wrestling practice room and allowed the fitness center to move from Pyle's basement

- Heiland House acquisition and remodel first floor

- Air conditioning added to Marble Hall (residence hall) rooms

- $150,000 improvements to the dorm common areas summer 2017-18

- Robinson Computing Center room remodel from classroom to Title III meeting space and four offices

- Eliminated the steam line from the library to Pyle and added boilers to Pyle Center

- Roofs replaced on Art Department, Fife, Denver Hall, and the Watson Library

As with any institution, a full evaluation by professionals is necessary to make the best use of scarce dollars. As part of the building expansion (CSS and CSA) and modernization (CSA, Bailey Hall), the College undertook a space utilization study to assess current and projected needs.

Strategic Plan Goal Five states: "Update the Campus Master Facilities Plan and develop a comprehensive plan for renewal, upgrades and reconfigurations of existing buildings " The College continues to review its overall campus master plan from a needs perspective, but funds for completion of the campus master plan are pending and are not yet available. It is anticipated funds for the Campus Master Plan will be allocated and work will begin in the FY2019–20 year. This evaluation will lead to further direction in prioritizing improvement to major physical assets, which are the first impressions potential students and their parents have when touring campus.

The College presently has 1,281 acres and 638,000 square feet of indoor space, of which 624,000 is habitable. The College owns 883 acres of farmland, which are rented to local farmers at $165 per acre per year.

Technology Infrastructure

The College continues to invest in the technological infrastructure to both provide current technology and to continue to meet the challenges of a student population who not only uses more technology but brings more devices to the campus increasing the demands on the technology infrastructure.   Technological improvements over the past seven years include:

- 2012–2013
    - Roll–Out of Administrative portal which enabled faculty to perform on–line advising, grading, and class lists and enabled students to access class schedules, grade reports, informal transcripts, course offerings, and other academic forms
    - Selection and implementation of new payroll system for faculty and staff and student employees
    - Upgraded campus bandwidth from 35Mb to 200Mb to accommodate increased usage
    - Replaced Cisco network hardware switches with HP switches

- 2013-2014
    - New VoIP phone system installed
    - Increase bandwidth pipe between Main Campus and Blue Ash Campus
- 2014-2015
    - Implemented Electronic Requisitioning and Approval software
    - Infrastructure upgraded to support conversion of Bailey Hall from resident hall to classrooms and offices
    - Infrastructure upgraded for newly constructed Center for Sport Sciences
    - Infrastructure upgraded for new construction and renovations to Center for the Sciences and Agriculture
- 2015-2016
    - Implementation of Financial Aid automatic packaging software
    - Added the capability to accept/decline Financial Aid award packages on-line for all returning students
    - Implementation of Cognos for end-user reporting on the Jenzabar Administrative Computing System
    - Campus-wide installation of new copiers and printers by Millennium Business Systems
    - Upgraded campus bandwidth from 200Mb to 400Mb to accommodate increased student usage
- 2016-2017
    - Contracted with 2 external vendors (ADB and RF-Works) to perform audit of the current Wi Fi system on Main Campus to assist in identifying on-going stability issues
    - Selection of vendor (RF-Works) to assist with major Wi Fi upgrades across campus
    - Implementation of JX SEM, a user-friendly, web-based recruiting software package from Jenzabar
    - Added the capability to accept/decline Financial Aid award packages on-line for all new, incoming students
    - Replacement of the Honeywell Emergency Notification System with the Rave Wireless notification system
    - Implementation of JX ADV, a user-friendly, web-based fundraising software package from Jenzabar with Go-Live scheduled for 7/31/2017

- On-going
  - Each year 1/3 of the approximately 415 PCs on campus are replaced as part of the 3-year refresh schedule
  - Each year additional security cameras (current total is approximately 145) are added to the campus
  - Each year additional technology is added/updated in the classrooms, conference rooms, and presentations rooms (currently 54 of the 59 Main campus rooms have some permanent technology within the room and 6 of 8 Blue Ash classrooms)

Technology and Program Delivery Upgrades

Student Access Improvements

In fall 2015, the College engaged with a company, Ooh-La-La, in producing a smart phone application designed particularly for students. The College launched the Ooh La La mobile application (one of the most widely recognized apps in the country), cobranded for Wilmington College. This resource has been well received by students and used on a daily basis. The app provides the College the platform to have instant access to students when the need arises and also one place for students to be able to connect to the details of campus life that are important to them. The App has become an effective mode of communication and information sharing with students, who, especially in recent years, do not regularly check their College email accounts, campus mailboxes, message boards and other more traditional sources for communication transmission. When students arrive for the New Student Orientation program, those possessing smart phones are asked to download the app. Also, overtures have been made over the past couple of years to upperclassmen to use the app. While it includes any emergency or other notifications with a high-level of importance and a "wall" for posting a variety of messages, it also provides a resource for accessing the student portal, events calendar, campus services, athletics information and details on "specialty" events like Commencement and Orientation. We've noticed that, when students ask questions via the app, knowledgeable persons from the faculty, staff or even the student body provide timely responses.

In spring 2015, the College began using Qualtrics technology for student course evaluations.   We have expanded that effort and complete 100% of our course evaluations online for Main, Blue Ash and additional locations. The online aspect is iOS ready so students have the convenience of receiving an email, clicking a link and being able to complete the survey on their smart phone, iPad or laptop.

In fall 2016 Blackboard made two apps available free of charge to all faculty and students. Blackboard Learn and Bb Student have been optimized by the software provider to run on android, Microsoft and Apple smart phones giving students to the Blackboard Learning Management System anywhere in the world.

With the addition of the NURO retention platform in fall 2017, the College will begin using texting with students for scheduling and communication. Students will also be able to access their NURO retention profile through the iOS enabled platform through their iPhone, iPad or laptop.   We understand that students communicate via technology and we want to meet students where they are so that they can receive and be aware of the full scope of support and services that we offer.

Instructional Delivery Technology Improvements

The College has been working to incorporate and upgrade technology in our delivery of curriculum and content for several years. Our Blue Ash Branch and Cincinnati location leads the way for the entire College in the delivery of curriculum through technology offering a variety of options for students through Blackboard. The branch and additional location provide a mix of courses from completely online, hybrid mix of some online and some in person participation in the course, accelerated courses, and traditional courses. Technology support and its delivery of content plays a great role in our degree completion program as students are required to complete full assignments prior to the first class meeting. All of these classes use Blackboard as the main communication vehicle with students in the branch and its additional locations. Classes only meet one day per week for three to four hours each class. Six of the eight classrooms are fully equipped as technologically enhanced classrooms (computer, projector, Elmo electronic display units, amplifiers, and dvd/vcr players. In addition there is a computer lab with 15 pc's and projection equipment. Technology at our Blue Ash Branch is coordinated by faculty member Charles Dick who has an extensive background in systems and technology. Our additional location is at Cincinnati

State Community College and we are fortunate to have the privilege of using their advanced technology and smart classroom equipment as part of our agreement.

On main campus, technology continues to play a key role as well in the delivery of course content. Main campus has some hybrid and a couple fully online courses for students to choose from. The technology focus on main campus is more about the tools of delivery i.e.: technology enhanced classrooms, etc. Over the past couple of years the College has upgraded several classrooms to be technology classrooms, as well as the opening of two new educational buildings (Center for Sport Science and the Center for Science and Agriculture) that are fully technology compliant including modular classroom furniture, additional and convenient power jacks, Wi-Fi and full projection systems. **On the main campus 92% of the 59 classrooms including labs, conference rooms and presentation rooms have enhanced delivery technology.** Main campus technology for both academic and non-academic areas is coordinated by Mary Beth Corcoran who works out of the Watson Library.

Website for Internal and External Constituents

The College's website (www.wilmington.edu) underwent a complete overhaul in 2014 with the latest iteration debuting in January 2015. The College hired a full-time website/social media manager in February 2014 after hosting a decentralized website with no real webmaster since 2004. The combination of the webmaster and new website has placed the College is the extremely desirable position of having a visually appealing, fully functioning site with a full-time staff member possessing the expertise to create new pages and make updates as needed. Also, the company that created the new website, Ologie of Columbus, worked with the College on fine-tuning its branding initiative, thus ensuring the site is brand compliant and consistent with other modes of communication and information sharing. Complementing the main website is the athletics website, which was created in 2013 by Presto Sports, one of the nation's two major site providers with functions allowing seamless transfer of game/player statistics to the NCAA and conference. It readily accommodates live statistics and video streaming from athletic competitions. The main website and the athletics website have grown significantly in the number of sessions/visits and pageviews. Indeed, the 2016-17 academic year saw a 29 percent increase in the number of visits/sessions (2,029,071) over FY16 for the combined main and athletics sites; also a 13 percent increase in pageviews.

Social Media Presence

The College has had a social media presence since the mid-2000s, but the presence of our website/social media manager since February 2014 has transformed the College's Twitter, Facebook, Instagram and LinkedIn accounts into a major vehicle for communications and information sharing. The College has a robust presence on social media and this is complemented even further by subsets of the main social media platforms involving athletics, alumni and numerous other areas (international students, various academic areas, clubs and organizations). Indeed, the President and his wife effectively utilize social media in sharing good news from the College. Its major social media platforms have grown significantly in recent years. For the 2016-17 academic year, Facebook (Main, 4,133 Likes) increased 20 percent over FY16; while Facebook (Athletics, 994 Likes) increased 12 percent; Twitter (Main, 3,031 Followers) increased 15 percent; Twitter (Athletics, 2,295 Followers) increased 13 percent; Instagram (Main, 2.061 Followers) increased 14 percent; Instagram (Athletics, 738 Followers) increased 29 percent; and LinkedIn (12,421 Followers) increased 8 percent.

IT Task Force

As part of the Strategic Plan Goal 5 "Create a Technology Task Force and develop a Campus Master Information Technology plan that determines future needs for staffing, wireless access to the Internet, additional classroom technology capabilities and needs for administrative software upgrades," the President convened a Technology Task Force in Spring 2017 clerked by long term faculty member and technology advocate Dr. Doug Burks, to look at both short term needs and long term goals for the College technology platforms, equipment and policies. That committee worked during spring term and produced a report to the President in April 2017. The work of this Task Force will continue into the 2017-18 school year. (LINK TO TASK FORCE REPORT)

Criterion 5.A.2: The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursements of revenue to a superordinate entity.

While the College is guided by the values of the Religious Society of Friends, it is neither sponsored by nor does it make any required financial disbursements to

the Society. The Society's involvement is limited to the approval of candidates for the Board of Trustees by the Wilmington Yearly Meeting, as discussed in Criterion 2.

Criterion 5.A.3: The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources and opportunities.

During the strategic planning process for the College, one of the first tasks of the Strategic Planning Steering Committee was to look at the vision and mission of the College. The committee spent time discussing and reviewing our materials and the Quaker testimonies to better align our thinking. The end result was a revised mission statement which was approved by the Board of Trustees on April 24, 2015.

As previously stated by President Reynolds "As many of you know, for the past 18 months, a group of Trustees and the President's Council have been meeting on a regular basis (2 – 3 times per month) to evaluate the operational structure of the College in order to create a sustainable business model that will allow us to provide students with the best possible educational experience while remaining financially stable. This included preparing a detailed financial plan to improve our ongoing budget issues.   The first part of this sustainability plan was to develop revenue generating programs (i.e., new academic/co-curricular programs that would increase enrollment). Those plans were discussed and approved at the April Board meeting and are now in the implementation phase. The second part of the plan was to look for ways to decrease our expenses. When faced with budget deficits in the past, the history of the College has been to cut operating budgets in order to bring the budget into or close to balanced." This is an ongoing process to match resources with opportunities.

The College's Mission is to educate, inspire, and prepare students for a life of success and service. Within resource constraints, the organization succeeds at these goals. Wilmington College has balanced its budget for the past 20 years, indicating its commitment to allocating its resources wisely. However, the prior methods of balancing the budget have been replaced with a better planning model that is in its initial stage of implementation.

Criterion 5.A.4: The institution's staff in all areas are appropriately qualified and trained.

Individual managers are responsible for determining staffing needs and qualifications. When a position is to be filled, a job description is set forth with the qualifications. A search committee and/or the hiring manager assure that the qualification criteria are met. When specific credentials are required, the candidate must provide proof of credentialing.

Skilled tradesmen in maintenance are hired based on experience and then learn through on-the-job training. Other non-faculty positions are hired based on previous experience. Managers and supervisors may use part of their budget to provide training either inside or outside the College. This includes attending conferences and workshops, participating in a training program, or visiting other colleges or businesses to learn best practices.

Faculty qualifications and training are discussed in Criterion 3.C.2. (SEE: Criterion 3.C.2.)."

Criterion 5.A. 5: The institution has a well-developed process in place for budgeting and monitoring expenses.

The Wilmington College Board of Trustees approves a preliminary budget for the subsequent fiscal year during their January Board meeting. This budget is refined and modified as additional data concerning enrollment and fixed costs become available. A final budget for the subsequent fiscal year is approved at the July Board meeting. During the fall, after the 14 day census of enrollment, adjustments to the budget are made if necessary to take into account actual enrollment and retention figures, actual costs of doing business, and any additional unexpected revenue or expense items. Academic and co-curricular program managers are given autonomy to spend their budgets and to reallocate line item budgets within their overall budgets with approval of their respective Vice President and the Business Office. Oversight of the budget falls within the purview of the Vice Presidents with the overall management of the budget and expense monitoring assigned to the VP for Business and Finance and the Business Office personnel.

The responsibility for budgeting and monitoring expenses falls most directly on the Vice Presidents and their direct reports who manage and oversee budgets. Each

year, after a preliminary budget is developed by the Vice President for Business and Finance/Chief Financial Officer based on enrollment assumptions, continued core expenses, and other associated performance indicators, the individual Vice Presidents meet with area managers or faculty area coordinators to discuss the appropriate allocation allowance for academic and co-curricular programs. Typically, Vice Presidents meet with managers of the College's budget centers to discuss enrollment trends, forecasted expenses, and resource allocation to carry on the individual programs under the purview of the budget managers. However, over the past several years, revenue from student tuition, room and board and fees has been stable while expenses have risen due to inflation and other changes in fixed costs (e.g., health insurance premium costs). Thus, the budgeting process has become more focused on how to allocate the associated revenues in as judicious a process as is possible that allows for the successful mounting of the individual programs. Typically, the budgets for academic and co-curricular programs are allocated in approximately the same proportions as in previous years, depending on the projected revenues and expenses. The College has not been fortunate enough to have many years where revenues were in great excess compared to expenses, so budgets have remained relatively flat. While this allows for funding of programs already delineated, it hampers the College's ability to create new programs from existing revenues.

In the 2015-16 academic year, the College moved to a zero-based budgeting model that assigned fixed costs to the College as a whole, and required programs across campus to request budgets for other costs on a line by line basis, with data and justification for each expenditure within a budget category or general ledger account. This was a complex project that required much discussion, but it failed to fully meet the objective of securing sufficient resources for new programs. Longer-term, the zero-based budget process holds promise for allocating resources in a way that creates new opportunities for success.

Additionally, that same year, President Reynolds temporarily suspended the work of an administrative committee, the Budget and Planning Committee, in light of two developments. First, a strategic planning process had been developed that provided for input from all internal constituency groups in the planning process. This process included the formation of a Strategic Planning Steering Committee that was staffed with faculty and staff members as well as a representative of the Board of Trustees. Second, a small group of

Trustees along with the College's Vice Presidents (referred to as the "Working Group") had begun serious discussions concerning the College's financial future. As this group began to work to deal with some of the College's financial issues, much of the work of the budget committee was being done behind the scenes in discussions with budget managers (including faculty), VP's and other members of the College Administration and the Board. Additionally, some confidential personnel issues were being discussed during this time that the Trustees felt should not be part of a normal inclusive budget discussion. This working group of Trustees and Administrators has met for the better part of the last two years and has been guided by the strategic plan to identify approaches to solving the financial issues facing of the College.

CORE COMPONENT 5.B: The Institution's Governance and Administrative Structures Promote Effective Leadership and Support Collaborative Processes that Enable the Institution to Fulfill its Mission.

1. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

2. The institution has and employs policies and procedures to engage its internal constituencies–including its governing board, administration, faculty, staff, and students– in the institution's governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

Argument

Criterion 5.B.1: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Similar to the Quaker model of governance, the College's governance model allows each community member to contribute. In meetings, constituents wait for the clerk (presiding member) to acknowledge them before speaking. A conclusion is reached when the meeting, as a whole, feels that the "way forward" has been discerned (also called "coming to unity/ consensus"). There is no voting. The Faculty Handbook outlines this approach as follows (a more complete description of the process may be found in the Faculty Handbook Appendix 1.6):

> The faculty and most College related committees use Quaker business procedures rather than Robert's Rules of Order. Questions tend to be presented as problems–to–be–solved, not solutions–to–be–defended. The presiding officer, acting as Clerk of the Meeting, tries to formulate the judgment of the whole in terms acceptable to

the whole. "Sense-of-the-meeting" implies unity, not unanimity: a decision is reached when the opposition, if any, is willing to "go along" with a proposal.

In the Faculty Handbook, the Board supports the governance structure and the inclusion of faculty in its decision making process. The handbook states:

> The Wilmington College Board of Trustees, in carrying out its responsibility as the governing body of the institution, encourages communication with faculty members in a number of ways. One method is to have some faculty members meet regularly with the Board of Trustees and its committees.

Overall, the College has three administrative committees, seven institutional committees, nine constituent committees, and one student committee. While these committees are grouped by the nature of their work, most have a designated number of constituents from each constituent area. Each committee has guidelines addressing procedures for listening, participating, facilitating, understanding, and reflecting.

The committees include:

1. Administrative Committees:
   a. Academic Council;
   b. Budget and Planning Committee (suspended 2015-16 FY forward)
   c. President's Council.

2. Institutional Committees:
   a. Institutional Review Board;
   b. Issues and Artists Committee;
   c. Judicial Board and Appellate Board;
   d. Safety and Emergency Response Committee;
   e. Library, Information and Technology Committee;
   f. Student Life Committee
   g. Staff Council.

3. Constituent Committees:
    a. Academic Standards and Appeal Committee;
    b. Academic Policies Committee;
    c. Assessment Committee;
    d. Graduate Program Committee;
    e. Faculty Council;
    f. Instructional Development and Resources Committee;
    g. Tenure, Review and Promotion Committee;
    h. Grievance Committee.
    i. Program Review

4. Student Committee: Student Publications Board.

Faculty participates in governance through the committee structure, the administration of programs and areas under the Office of Academic Affairs, and the Faculty Meeting. Operated according to Quaker business practices, the Faculty Meeting is comprised of the entire faculty of the College (including branch campuses) and meets twice a month. It is led by a Presiding Clerk, an Assistant Presiding Clerk, and a Recording Clerk, all elected offices. The Presiding Clerk sets the agenda and helps the body reach consensus. Unless otherwise designated, Faculty Meetings are open to the public. In addition to attending Faculty Meeting on Main Campus, branch campus faculty and administrators meet at least twice per month to manage the programs and their unique issues. The group's small size and the limited number of majors offered at the branches allow them to resolve challenges quickly.

Criterion 5.B.2: The institution has and employs policies and procedures to engage its internal constituencies–including its governing board, administration, faculty, staff, and students– in the institution's governance.

A well-qualified, informed, and diverse group of trustees guides the College. The Board of Trustees is a diverse group of individuals consisting of 30. In 2010 this was amended to be at least 13 members but not more than 33 members with unique and complementary qualifications. The majority are Quakers, as mandated by the Articles of Incorporation. Seventy-five percent live in a 100-mile radius. Eleven are graduates of the College. Ten hold equivalent terminal degrees and another nine

hold at least one Master's degree. Eight are, or have been, involved in either K–12 or College education as a profession. Four have served as College administrators. Two served in government, seven were in the private sector, four were either judges or attorneys, two were in the medical profession and two in the veterinary medicine area, one was a minister, and four worked for or directed not–for– profit institutions. With this diversity of background and professional experience, the Board is knowledgeable and has the broad financial, legal and academic background to oversee the College's financial and academic policies and practices.

An analysis of the meetings held from the second quarter of 2012 through the second quarter of 2017 shows that more than 70% of the Board members are present at each meeting. Eleven members attended at least 93.5% of meetings. For three recent meetings the attendance per the minutes indicates the following:

<div align="center">

April 2016 Meeting: 21 Present; 4 Absent

October 2016 Meeting: 19 Present; 5 Absent

January 2017 Meeting: 19 Present; 5 Absent

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The total number varies as some board members ended their term before the October meeting. At the October, 2017 Board meeting six new board members will replace retiring members.

This Board meets four times per year. Three of these meetings, held during the academic year, are plenary or business meetings. The fourth meeting, held during the summer, is a non–business meeting used to hear updates, reports, and presentations on critical topics. The Executive Committee of the Board meets with the administration and other parties to plan each meeting. An analysis of the last 16 board meetings shows regular reports from the following Board Committees: Trusteeship; Academic Affairs–Student Life (meet jointly); Buildings and Grounds; Finance and Audit; Enrollment Management (added 2016); and College Advancement.

In addition, representatives from the administration, faculty, students and others, such as the Wilmington Yearly Meeting (Quakers), participate in each meeting. With this level of participation by all parties, it is clear that a functioning, well–informed board guides the College. Recruitment and development of trustees is the responsibility of the Trusteeship Committee of the Board. The bylaws of the College spell out Board composition (at least51% Quaker), terms and duties. Each year the Trusteeship Committee identifies which positions are at the end of their term, whether the individual is eligible for

reappointment, and possible candidates to fill the slots of the trustees whose terms are expiring. Once the new trustees are approved by both the Board and the Wilmington Yearly Meeting of the Society of Quakers, a new member orientation is conducted.

As have been previously discussed in other criteria and this one, the Quaker model of governance involves internal constituencies–including its governing board, administration, faculty, staff, and students– in the institution's governance. Faculty, staff and students sit on most committees and staff council, Student Government Association and faculty meetings all serve as internal means of engaging constituents.

Criterion 5.B.3: Administration, faculty, staff, and students are involved in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

Wilmington's governance system is based on openness and broad participation (SEE: Criterion 5.B.1.) and whenever possible, the decision–making process reflects these values. All committees of the College meet regularly to facilitate participation and discussion. It is also understood that the right and obligation to make final decisions on many matters of substance resides with the Board of Trustees or the President.

One of the most important committees is the Academic Policies Committee, whose membership includes the VPAA, Registrar, VPEP or designee, six faculty members, and two students. This committee performs the following functions:
- Evaluates and recommends policies for general education;
- Evaluates and recommends policies for major and minor academic programs;
- Approves minor changes in the curriculum and reports to the Faculty Meeting, providing opportunity for questions and comments. Examples of minor changes are changes in course titles, numbers, or descriptions that do not change the course substantially or editorial changes in the catalog that do not involve program changes; and
- Considers major curricular changes and refers them to the Faculty Meeting, usually with a recommendation to approve or disapprove. Examples of major curricular changes are:

- Adding or eliminating majors and minors;
- Changing major and minor requirements;
- Changing general education requirements; and
- Changing graduation requirements.

As this committee illustrates, administration, faculty, staff and students are involved in setting academic requirements, policy and processes through effective structures for collaborative effort.

Another important committee is the Academic Appeals Committee. If a student wishes to appeal the charge of academic misconduct and/or the sanctions for the offense, he/she may do so in writing within five (5) school days of receipt of the letter or email from the faculty member. A hearing will be set in front of the Academic Standards and Appeals Committee in as timely a manner as possible.

Students who appear before the committee on appeal may be assisted by a support person, who may be any member of the college community or a parent. Students are responsible for presenting their own case; however, the support person is permitted to speak and should assist the student in understanding the academic appeals process. Hearings will be confidential. Admission of any person to the hearing who is not a support person or a witness shall be at the discretion of the Committee. The Committee may restrict testimony that is irrelevant or redundant.

Pertinent records, exhibits, and written statements may be accepted as evidence at the discretion of the Committee. There shall be a single verbatim record, such as an audio recording of all hearings before the Committee. The appealing student shall have access to a record of the hearing. All recordings are destroyed either after appeals are completed or after the time allotted for appeals has passed.

After the hearing, the Committee shall determine (by consensus) whether the level of academic offense and/or the sanctions should be decreased. Review of the level of academic offense and/or sanctions may not result in a more severe level of offense or sanction. The Committee may render its decision without deference to the faculty member's initial determination.

Students from either the main campus or a branch campus who are required to appear before the Academic Standards and Appeals Committee due to a second offense (or a serious first offense) may also appeal the committee's decision to the Vice President of Academic Affairs under the circumstances outlined below.

Final appeals may be made to the Vice President of Academic Affairs within five (5) school days of the decision of the Academic Standards and Appeals Committee. An appeal to the VPAA is only appropriate under at least <u>one</u> of the following conditions:

- The original hearing was not conducted fairly in light of the charges and evidence presented, and in conformity with prescribed procedures.
- The decision was not based on substantial evidence
- The sanction imposed was not appropriate for the violation.
- There is new evidence that was not presented at the original hearing.

There are other governance committees outlined in Criterion5.B.1 which promote contribution and collaboration.

CORE COMPONENT 5.C: The Institution Engages in Systematic and Integrated Planning

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

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

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

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

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

Argument

Criterion 5.C.1: The institution allocates its resources in alignment with its mission and priorities.

Wilmington College is rooted in Quaker values that include integrity, service, simplicity, equality, peace and social justice, and respect for all persons. Wilmington's Mission is clear and publicly articulated, making it easy to guide the institution's operations.

The budgeting process (capital budget process, Master Plan, strategic plan) includes participation by all internal campus constituents – the Board, faculty, staff, students, and administrators. Wilmington College attempts to make the budgeting process as inclusive as possible.

Criterion 5.C.2: The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Wilmington College uses its assessment of student learning to make decisions about staffing, academic planning and allocation of resources. Over the last three years, student responses from course evaluations have assisted the College in redesigning/revising curriculum, identifying concerns with faculty who may need additional professional development; the same data is linked as a component of the faculty evaluation process. The VPAA/Dean of Faculty uses the data for resource planning for high demand courses and the need for additional faculty and/or adjunct staff.

In 2014, the Program Review Committee began renewed work to analyze and evaluate the academic programs of Wilmington College. The faculty committee came up with a five year rotation schedule that allows for the in depth review of academic programs. To date, 18 of 29 programs (majors, minors, general education or special programs) have completed program review. The review of those 18 programs have brought about change in curriculum, assessment methods and models, the change of majors to minors and ideas for cross discipline partnership for future majors and areas of concentration. An annual report of the committee's work is forwarded and discussed with the Faculty and the VPAA.

Our annual enrollment reports help the VPAA identify those areas with high demand as well as looking at the overall profile of the incoming group and the possible services that they might need for support purposes.

In the branch and other locations the VPEP uses data based on what courses the nontraditional students need to graduate in the shortest amount of time. As a result courses are offered on an as needed basis rather than a planned four or five year schedule.

Wilmington College desired process of Assessment, Planning and Budgeting.
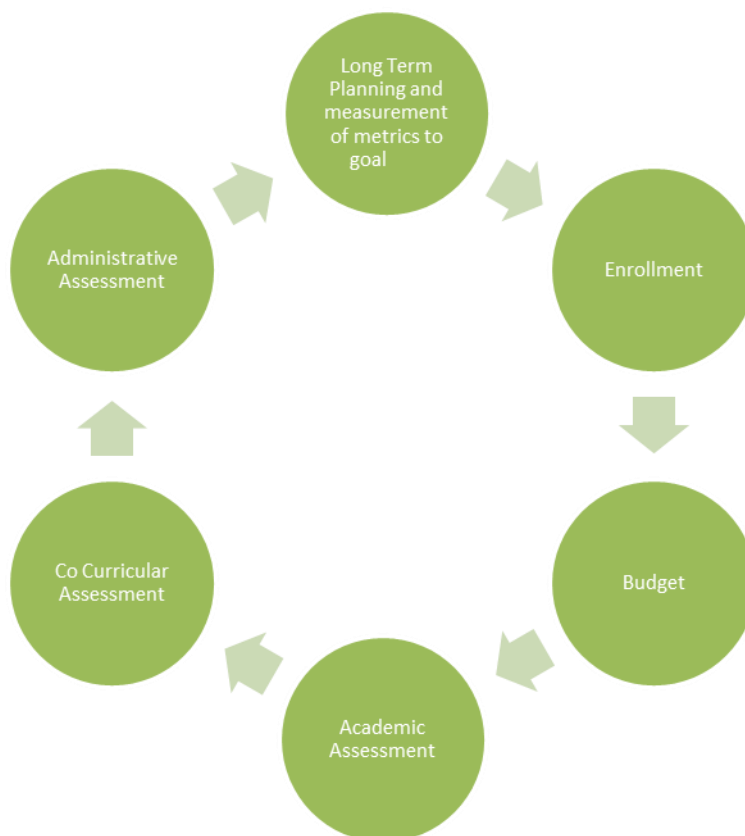
Currently, the connection between assessment of student learning and resource allocation is directly linked through the VPAA. With the creation and approval of the College Assessment Plan in April 2015, the assessment platform was drawn out to all VP's in their area of responsibility to have assessment data linked to business operations in their areas. This data when fully executed will provide the VP's in depth data on their operational. This data when full executed will provide the VP's in depth data on their operational efficiency and customer satisfaction for planning and budgeting purposes.

Criterion 5.C.3: The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The staffing procedures for the various planning committees of the College demonstrate that Wilmington's planning processes encompass the institution as a whole and consider the perspectives of various constituent groups. Students, faculty, and staff are represented on the major planning committees of the College. During the strategic planning process the College gained input from faculty, staff, students, administrators, members of the Board, local business owners, alumni and local Quakers. The College's goal is to provide an all-inclusive planning process that allowed for comment and ideas from many groups.   The strategies listed in the Wilmington College Strategic Plan 2020 on the subsequent pages of that plan are a culmination of the discussions that have taken place over the last 18 months with the various constituency groups that have a prominent stake in the success of Wilmington College. Over the course of many hours, meeting face-to-face with 17 different focus groups, allowing for comments to be made anonymously through a strategic planning website, and the work of seven subcommittees, the Strategic Planning Steering Group has come to consensus around these strategies to focus our attention for the next four years. The Board of Trustees approved the final Strategic Plan document at their meeting in April 2017.

Criterion 5.C.4: The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's source of revenue, such as enrollment, the economy, and state support.

Wilmington College is not unlike many small, independent colleges in that the primary driver of revenue is student enrollment. Nearly 92% of all of the revenue at the College comes from student enrollment and comprehensive fees. Alumni giving and other auxiliary sources of revenue comprise the remaining 8% of the annual budget. Thus, understanding the current capacity of the institution and anticipating the possible challenges related to the changing landscape in higher education are an important part of budget development and management.

The College has developed a series of financial reports and key performance indicators that track budget areas provide forecasts on current and future

operations as well as monitor the admissions process. These reports are valuable as overview "dashboards" providing solid, data driven information that allows the College administration to make adjustments if there are fluctuations in budget areas or in the recruitment process. On a regular basis, financial forecasts are adjusted and updated models are developed in order to examine the five year trends and fluctuations. For example, models have been developed to examine the financial consequences if Pell Grant funding is adjusted downward or if the Perkins Loan program is sunsetted. Likewise, each week, an updated forecast of student recruitment examines the number of accepted students, the number of students who have submitted FAFSA documents, and the number of gross and net deposits. Using historical data and extrapolating to the current model, we have the ability to forecast our enrollment much more accurately and if there is a concern, a response can be developed to try to mitigate the issue.

Additionally, the College has benefitted from the award of a Title III grant focused on student retention. For the past decade, first semester to third semester retention for the College's cohort of students has hovered in the mid to high 60% range. Despite an array of programs that were developed to improve retention of this cohort, the results of these very good efforts still did not appreciably change the retention pattern of our students. The Title III grant funding has allowed the College to hire some additional staff members who function as student success coaches. In addition, a focus of the grant is examining the mental health issues related to the transition to college and has allowed us to use mental health interns and other professionals to develop a more holistic approach to retention. Preliminary figures for the fall 2017 semester suggest that our retention of first to third semester students will increase by approximately 2% this fall. While this may seem like an insignificant percentage increase, it represents approximately 20 additional students that will be on campus for the fall semester that might not have been here. From a financial standpoint, the revenue derived from these students is important to the operations of the College and if compounded over the next three years, it represents an additional $1 million of net revenue.

The College also benefits from its membership with the Association of Independent Colleges and Universities of Ohio (AICUO), a policy and lobbying organization that works on behalf of all independent colleges and universities in the state. President Reynolds is a member of the Executive Board of AICUO. The Executive Director of AICUO has been very supportive and helpful to all of the members in helping to provide lobbying opportunities at the state level, particularly when the biennial

budget is being prepared. Also, AICUO provides regular updates concerning the status of state financial aid allocated to both public and independent institutions and any other changes in the Ohio Revised Code that affects our sector of higher education in the state. As a result, we can use this information to construct better and more accurate models of revenue for our financial forecasts.

Finally, during the last four years, the campus has engaged in a comprehensive planning process which has resulted in the approval a strategic plan that helps to guide decision making. This process was broadly based and included constituency groups from both on and off campus, the Wilmington College Board of Trustees, students and alumni. Feedback from focus groups, open forums and invited comment from the campus constituencies during the final development of the plan has resulted in a roadmap for the future of the College. The plan is a realistic view of the College and seeks to provide a framework under which decisions can be made and executed. The six goals of the strategic plan are focused on the student experience at the College and provide meaningful and appropriate context to the business practices of the College. As a result of discussions with the Board of Trustees about the plan and the future of the College, at its April 2017 Board meeting the Wilmington College Trustees approved additional operational and capital resources for the development of new academic and co-curricular programs that will provide additional net new students once fully implemented.

Criterion 5.C.5: Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

The College Strategic Planning Process was an extensive process that took time to look at national benchmark date and emerging trends in higher education. Additionally, the process worked with 17 focus groups of various constituents: Students, business owners, local residents, staff, faculty, alumni, etc. to provide broad input into the College's future challenges and opportunities.

The VP for Enrollment Management works with nationally recognized companies to assist with our enrollment process and is not only well versed in national trends but shares those data and reports with other son campus to keep our community well updated on statistical enrollment trends being seen and forecasted by the national enrolment management companies.

The strategic plan lays out plans to move the college forward based on historical data from the college as well as looking at national best practices for like institutions. An example of this is the creation of the Technology Task Force which

is looking at both academic and nonacademic technology needs for the campus moving forward over the next five to ten years.

CORE COMPONENT 5.D: The Institution Works Systematically to Improve its Performance

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

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

Argument

Criterion 5.D.1 The institution develops and documents evidence of performance in its operations.

Wilmington College works to improve its performance in all areas and to learn from experience, using several forms of performance evaluation. The College is audited annually, academic programs conduct yearly assessment and go through program review, programs that have specialized accreditation conduct that on the appropriate schedule, all employees have regular performance evaluations, and faculty go through annual evaluations as well as the review process for promotion and tenure. The NCAA also does annual reviews of athletics for compliance with the rules and regulations related to recruiting student athletes, awarding financial aid, overseeing athletes off the field, and a number of other areas.

An annual academic assessment consists of the following:
1. Annual academic assessment:
    a. As explained in Criterion Four, academic programs engage in annual assessment efforts.
2. Assessment of co-curricular programs:
    a. The Assistant Vice President for Academic Affairs and Institutional Effectiveness is phasing in an assessment schedule for co- curricular programs, as mentioned in Criterion Four.
3. Specialized Accreditations:
    a. Athletic Training and Education are accredited by CAATE and TEAC, respectively.
4. Annual Performance Review for Non-faculty:

    a. Each year, employees of the College with supervisory oversight receive requests from the Human Resources Office to evaluate their subordinate workers:

        i. The appropriate forms are provided to each supervisor, and they are requested to complete this annual assessment each year by the end of March; and

        ii. Supervisors create and employees receive the results of the assessment and discuss the results in a face-to-face meeting during normal business hours.

5. Annual Performance Review for Faculty:

    a. Evaluation:

        i. The process for annual faculty evaluation is explained in Section 2.5 of the Faculty Handbook.

    b. Promotion and Tenure:

        i. The procedures for promotion, tenure, and review are outlined in Section 2.6 and 2.7 of the Faculty Handbook.

Wilmington College develops evidence of its performance; however, that information was not collected in a centralized manner that was not overseen by one office or individual at the time of the last visit. That lack of coordination prevented the College from functioning efficiently and effectively in this area. With the hiring of the of Assistant Vice President for Academic Affairs and Institutional Effectiveness to in 2014, there has been an ongoing effort to identify, classify and centralize the collection of the information.

Criterion 5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, sustainability, overall and in its component parts.

Planning and executing a growth strategy is critical to future growth. We have demonstrated our ability to learn from experience in investing since 2008. On January 28, 2008, the Finance and Audit Committee recommended that the Board accept the recommendations of the Greystone Consulting Group, Inc. to increase investment in an alternative Hedge Fund Strategy, which reduced our equity market exposure to approximately 60%, in order to provide a higher rate of return. One year later, on January 24, 2009, the investment advisors for the College recommended two funds that invest in instruments below the rating required in the College's investment policy, and the Board of Trustees revised

the College's Investment Policy to comply with their recommendation. By January 2010, the Committee had received a report indicating that the College's stated investment goals were being achieved and investments had out-performed the benchmarks set. This was previously discussed in the area of the endowment funding.

The College is also making financially responsible choices about how to develop skills for improvement. We collaborate and cost share with other organizations to provide staff and faculty development. There are workshops and conferences sponsored by the Greater Cincinnati Consortium of Colleges and Universities (formerly GCCCU and now GC3). For example, in June 2017, personnel from the Office of Academic Affairs and the Office of Academic Records attended a GC3 Workshop on FERPA at Mount Saint Joseph University. In March 2017, the Southwestern Ohio Council for Higher Education (SOCHE) held their annual Education Conference "Gen Z goes to College" at Wright State University which some administrators and faculty attended. Last fall, The Title III staff and AVPIE attended the SOCHE TEAGLE Assessment workshop. Annually selected staff attend the SOCHE Veterans workshop. Some of the Library staff attended the Ohio Private Academic Library (OPAL) Conference at Baldwin Wallace College in July, 2017.

The College has a highly consultative governance process and learns from its operational experience; however, we do not integrate our systems of evaluation, assessment, budgeting, and strategic planning well enough, nor do we have a highly effective system of evaluating non-academic programs. While the College is aware of emerging factors like technology, demographic shifts, and globalization, we need to work harder to improve the data analysis and resulting decisions.

EVALUATION OF CRITERIA FIVE

The College has strengths to build on as it moves forward. Our governance structure and Quaker Core Values require the inclusion of all College constituents through committee participation. All committees have provisions for faculty and student membership. While the College's resources are scarce, the budget has been balanced through cuts for years. Improvements in the physical plant, technology infrastructure, and curriculum adjustments in the past decade have kept the College competitive with its peers. The College's trustees are well selected and prepared for their role. They meet four times yearly and have a high percentage of attendance, considering the Board's size. Their agendas demonstrate that a broad collection of materials covering all aspects of the College are reviewed at these meetings. The College's Presidential Advisory Committee, established in fall 2008, has grown from 25 to 40 members and provides additional interaction and exposure for possible potential trustee members. College activities are regularly reported to the trustees through the Board's committee structure, requiring responsible parties to review and think about what questions will come from the Board. College finances are in line with NACUBO ratios for academic and administrative activities.

However, Wilmington College faces many challenges. Raising revenue to support salary improvements, program expansion, and continuing infrastructure improvements while remaining affordable is its biggest challenge. The slight decline in enrollment is a trend that must be reversed for the College to maintain its financial health. The College needs to continue implementation of the new strategic plan with emphasis on emerging factors and shifts in demographics. The connection between assessment of student learning and resource allocation has been formalized but is not fully in practice. Wilmington College aims to work toward clearer links between the budgeting and planning process and the assessment of student learning. The College is building and maintaining a central repository of institutional data, including personnel qualifications and training, facilities inventory, and assessment data.

The Path Forward

Although the steps forward for the College are challenging, they are clear. We know what we need to do to improve our planning and resources in order to ensure future success.

The College needs to continue implementation of the new strategic plan, which, along with assessment data, guides resource allocations. This plan now considers technological, globalization, and demographic shifts. The initiation of the Technology Task Force as called for in the strategic plan in the spring, 2017 is one of the steps going forward;

The College is continuing to develop and maintain a central data repository and has funded a position of Assistant Vice President for Academic Affairs and Institutional Effectiveness to manage it beginning in 2014;

The College needs to continue to develop and expand its new budgeting philosophy that reviews each revenue source, expenditure, and assumption based on program assessment results. This requires a formalized assessment program with proper metrics to support future budget requests be added to the process;

The College still needs to develop a long-term planning process to provide links among all facets of the institution. The present budgeting and planning process takes a short-term view, looking only at the present and next school year; and

The College needs to evaluate its tuition rate (and discount rate) in light of the changing economic forecast for higher education. Studies of tuition rates and other fees in the region need to be conducted by the administration before recommending changes.