

Assurance Argument

Wilmington College

Review date: 4/22/2024

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1

Wilmington College's (WC) current Mission statement reads as follows:

The mission of Wilmington College is 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.

For nearly 150 years, the essence of the Mission has been consistent. The Mission is broadly understood within WC and guides its operations. The institution developed the Mission through a process suited to the inclusive nature and consensus-building culture of the institution. In 2003, the Mission Committee, including administrators, faculty, staff, and students, drafted a statement approved by the Faculty Meeting and Board of Trustees. At that time, the Faculty Meeting and Board of Trustees also [approved the addition of Vision and Core Values statements](#) to the current Mission documents.

1.A.2

In 2023, the Board used the Mission, Vision, and Core Values statements as the basis for a series of guided visioning retreats. The resulting [Vision statements](#) were then turned into questions for reflection (called Queries in the Quaker world). The President and a consultant facilitated All-Campus Visioning Sessions using these Queries. A survey was used to collect additional feedback following each session. Data were compiled between November 2023 and February 2024 and used to develop a [report on the institution's comprehensive vision](#).

The [Wilmington College \(WC\) Mission, Vision, and Core Values statements](#), and the thoughtful process by which they were created and reviewed, reflect the institution's affiliation with the Religious Society of Friends (Quakers). A key component of institutional identity is decision making by "sense of the meeting" or "[discernment](#)," the distinctive Quaker business practice well described in the Faculty Handbook: "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. This procedure places heavy demands on individuals, both to say what they think and to "stand aside" if they do not feel strongly enough to block the will of the whole. The philosophy behind this procedure is based on the premise that each individual is rooted in the same reality as every other individual and that group decisions can be reached that reflect the needs of the group if personal and partisan considerations are set aside." Sense of the meeting is not the same as "consensus," which still implies a degree of bargaining or compromise. Quakers also use the term "discernment."

The emphasis of the Mission, Vision, and Core Values is on the students and their education as whole persons. In the tradition of the liberal arts, we seek to provide students with the knowledge and skills needed for them to be well-informed, thoughtful individuals. The tagline "Hands-on Learning, Hands-On Living" reflects the Mission and Vision emphasis on the integration of career preparation with the liberal arts educational tradition. The five subpoints in the Vision statement declare the College's resolve to focus on this.

The Mission, Vision, and Core Values are firmly grounded in historic Quaker values. Service and Civic Engagement, Peace and Social Justice, Respect for All Persons, Integrity, Community, Equality, and Diversity are threaded throughout the institution's academic offerings, co-curricular and extra-curricular activities, governance processes, and interpersonal interactions both within the WC community and between WC and the wider world. For example, [a statement about the Criminal Justice program](#) notes, "As a field of study, it lies at the heart of the Quaker commitment to social justice, human dignity, and community building. The program offers students an opportunity to dedicate their lives and careers to the mission of WC and the Religious Society of Friends. It encourages students to frame their own strategies for improving the quality of justice in contemporary American society." Students' Core Values reflections from GL320 also show "[the deep roots this college has planted with its core values](#)," as those assignments encouraged students to

connect core values like [community](#) and [integrity](#) with the research they had done as seniors.

1.A.3

A WC education addresses the whole person and occurs in the context of community in its many forms. While it is based in a small town in a rural county, the College enjoys a national and indeed global scope and reach, with its international students, robust educational travel program, and global education requirements. The constituents are the students: undergraduate and graduate, traditional and adult learners. These points are emphatically stated in the Mission and Vision statements. Both reflect and elaborate on the institution's student-focused identity.

Alongside its main campus traditional population, the adult learners who were served for many years by the Cincinnati branch now belong to Wilmington Online, which is an option for all students. [WC has also been approved](#) by HLC to reinstate its Prison Education Program, through which the institution will offer four-year degrees at three Ohio correctional institutions. WC began delivering prison education in 1967 and was the first college in the state of Ohio to offer bachelor's degrees in Ohio Department of Rehabilitation and Corrections facilities in 1985.

1.A.4

Academic Offerings

The College maintains a traditional liberal arts set of majors intended to prepare undergraduate and graduate students for careers or advanced graduate programs. The institution offers 21 majors, 29 minors, defined Honors and Peace Corps Prep programs, and three graduate programs. Academic offerings include distinctive programs such as majors in Agriculture, Exercise Science, Sport Management, and Social Work and minors in Data Science; Peace Studies; Race, Gender, and Ethnicity; and Sustainability. All programs incorporate courses and activities that are Mission oriented, and all programs assess their connection and importance to the Mission through [program review](#).

The General Education program required of all undergraduate students is consistent with the Mission and appropriate to the institution. A key component of General Education is the Global Education graduation requirement, through which all students take at least two courses with a global focus and complete their Global Education experience by taking a Wilmington Global Signature course in their junior or senior year that examines one theme, area, or period through the lens of social justice or Quaker values.

Student Support Services

The College has a dedicated support structure for students, in all aspects of their lives. WC consistently demonstrates a robust commitment to educating, inspiring, and preparing students for a life of service and success through these support services:

- **Advising and Academic Resources:** Each student is paired with a faculty or staff advisor who provides guidance on course selection, academic goals, and career planning. The Student Resource Center offers tutoring, writing assistance, and workshops designed to enhance study skills and subject-specific comprehension.
- **Counseling and Wellness:** Recognizing that mental health is critical to student success, the College offers unlimited confidential counseling services at no cost. These services include

individual and group counseling, crisis intervention, and referrals to external mental health resources. Wellness programs that promote physical health and stress management are also integral components of student support.

- **Career Services and Workforce Development:** The Office of Career Services prepares students for post-graduate success through career counseling, internship and job placement assistance, resume and cover letter development, and interview preparation.
- **Disability Services:** The Office of Accessibility and Disability Services ensures that students with disabilities receive the accommodations and support necessary to fully participate in the academic experience.
- **Diversity and Inclusion:** The College fosters an inclusive atmosphere that respects and celebrates diversity. Programs and resources of the Office of Diversity and Inclusion are aimed at supporting underrepresented groups, fostering cultural awareness, and promoting a campus climate of inclusion and equity in line with its Mission.
- **Service and Civic Engagement:** The Center for Service and Civic Engagement (CSCE) offers programs that embrace the College’s Quaker heritage and its Mission to “develop in each student effective ways of knowing and learning, an awareness of the world and the value of truth and justice.” Furthermore, the program supports WC’s Mission to develop students who have a “commitment to peace making, social justice, humanitarian service, and respect for all persons.”
- **Campus Ministry:** Campus ministry provides “resources and conversations to students with spiritual questions” and information about on-campus and local fellowship and worship groups. Campus Ministry administers the Quaker Leader Scholars Program – a Mission-inspired student leadership development program. A Friends meeting in the unprogrammed tradition holds weekly worship in the T. Canby Jones meetinghouse on campus.
- **Library and Learning Resources:** Watson Library services are pivotal in supporting the academic endeavors of students. The Watson Library underwent extensive renovations beginning in the fall of 2023 to create an accessible entryway and spaces conducive to independent and collaborative learning.
- **Retention Initiatives:** Targeted retention initiatives through the Student Success Center identify and support at-risk students through peer mentoring programs, academic monitoring, and engagement strategies that aim to increase persistence and completion rates.

Enrollment Profile

Based upon categorizations prescribed by the Integrated Post-Secondary Education Data System (IPEDS), at the time of the submission of this Assurance Argument, the College’s student profile was notably more racially diverse than that of Clinton County, Ohio. Clinton County is 94% Caucasian. Of the 964 total enrolled (all programs, all divisions) at WC, 715 identified as White/Caucasian (74%), 32 as Hispanic (3%), 77 as Black/African American (8%), 39 as two or more races (4%), 14 US Non-Resident (1.5%), 73 unknown/not reported (8%), 14 all other categories (1.5%). The student population is 55% female and 45% male. A total of 27% of students are [first-generation](#) college students, and 46% are athletes.

Enrollment trends in academic programs reflect students’ attraction to WC’s signature hands-on programs with practical learning outcomes, particularly in the areas of agriculture, sport management, exercise science, education, business administration, and criminal justice. Students also seek experiential learning opportunities that align with curricula, including study away and study abroad programs; internships; practicums; and co-curricular clubs, organizations, and activities (See Figure 1.1). The agriculture program attracts students primarily from rural communities, many from

adjacent counties in Ohio's Appalachian region, but also from the rest of the US and even internationally. The agriculture program uniquely attracts a large portion of women, who make up 73% of the program's student enrollment.

Figure 1.1. Student Survey Results Word Cloud Identifying Reason for Choosing WC

The Office of Admissions actively recruits diverse students and has specific staff who are dedicated to international recruitment, with unique networks in Scandinavia, Japan, Costa Rica, Belize, and Zimbabwe. For example, [WC's partnership with the United Student Achievers Program \(USAP\) in Zimbabwe](#), now called the USAP Community School, provides a pathway for USAP graduates to attend WC. Currently, WC has two students enrolled from the USAP Community School. The College also serves many first-generation students, who make up approximately 27% of current enrollment.

1.A.5

Wilmington College clearly and publicly articulates its Mission, Vision, and Core Values statements on the College's website and includes the statements in the [Undergraduate and Graduate Catalogs](#), [Faculty Handbook](#), [Administrative and Support Staff Handbook](#), [Student Handbook](#), alumni publications, student recruitment materials, and across campus buildings and grounds on banners and decorative signage.

Sources

- 1.A.1 Susan Weber Retreat Final Vision
- 1.A.1-Board of Trustee Minutes_04.26.03
- 1.A.2-Wilmington College Accreditation Evidence FA22
- 1.A.4_Campus Ministry_QLSP 3.23.23
- 403-24-3277C_Wilmington_College_V1
- Academic Program Review Manual_Aug 2023
- Academic Program Review Manual_Aug 2023 (page number 11)
- Core Values reflections
- Core Values reflections (page number 1)
- Core Values reflections (page number 3)
- Core Values reflections (page number 7)
- Executive Summary listening sessions 31024
- Faculty Handbook 2023-24 (1)
- USAP WC Program
- WC Gen First Program (v3)
- Wilmington College Mission Vision Values Wilmington College
- wordcloudchoiceWC

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1

Wilmington College's actions and decisions reflect the Mission to "motivate those who learn and work at the College to make positive contributions to their professions and their communities" and demonstrate the institution's commitment to serving the public. Academic programs, student organizations, athletic teams, Greek organizations, Honors program, and offices such as Center for Service and Civic Engagement (CSCE) and Service Leaders Executive Board (SLEB) actively interact with the local community, providing service and assistance. Many programs incorporate service to the local community as part of specific classes. [Examples of actions and decisions](#) demonstrating that WC's educational role is to serve the public include:

- The Wilmington College Community Gardens and Common Orchard projects at the Academic Farm provide access to fresh, sustainable produce for local families and support those families' backyard gardening projects.
- Students, faculty, and staff in the College's Theatre department support local young thespians through the Wilmington College Community Summer Theatre.
- A partnership between the College's Equine and Occupational Therapy programs during the summer of 2023 offered the first-ever Equine Therapy Camp for families of children with special needs.
- WC has the only indoor 25-meter pool in Clinton County. WC provides practice and meet space for local high school swim teams, opportunities for Silver Sneakers participants to swim and do aqua aerobics, and swim lessons for elementary students.

Admissions and financial aid policies and practices demonstrate a commitment to serve the public by providing accessible options for admission and degree completion to students with specific academic or financial need or connections to Clinton County, Ohio. Participation numbers are small, but the institution feels it is important to offer such options:

- The [Fresh Start Program](#), a manifestation of the College's Vision Statement to "place the needs of students at the center of decision-making," provides a navigable pathway for students who left the college without a degree to return to the College and complete their studies. Designed to "provide the student a chance to overcome poor past performance," it enables qualifying applicants to both start a new grade point average and receive academic credit for courses in

which they earned passing grades during the prior enrollment.

- The Transfer Opportunity Initiative provides qualifying graduates of Ohio community colleges with preferential financial aid packaging and academic support to pursue a four-year degree at the College. Data on these students are aggregated with general articulation agreement data.
- The Clinton County Succeeds Program (ended AY 2022-2023, when it served 41 recipients) provided high-school graduates who had documented connections to Clinton County with loan-to-grant awards contingent upon satisfactory academic performance once enrolled.

WC shares its [programming and resources](#) with the public. [The Quaker Tank student entrepreneurship competition](#) and the [Student and Faculty Research Forum](#) academic showcase are open to the public. The Quaker Heritage Center and Peace Resource Center, which provide educational resources about Quaker heritage and culture and the Core Value of Peace and Social Justice, also welcome community members to visit during operating hours. The Harcum Art Gallery hosts four annual exhibits, with significant campus and community attendance. Community members can purchase entry to WC theatrical productions, concerts, and home athletic competitions.

1.B.2

The College is a non-profit institution with no investors, related or parent organizations, or external interests that are supported. The [Articles of Incorporation](#) affirm that the College exists exclusively for charitable purposes including the “promotion of education” and “not for pecuniary profit nor financial gain” (Art. II, Secs 1-2). The [Endowment Distribution Policy](#) affirms that income from endowment “gifts will sustain the College for the benefit of students both today and in the future to provide a quality education.”

Although the College is affiliated with the Religious Society of Friends and there is a collaborative and consultative relationship between the College’s Board of Trustees and the Wilmington Yearly Meeting, the Yearly Meeting does not benefit financially from the College. The College is governed by its Board of Trustees as the ultimate authority.

1.B.3

The College serves its constituencies primarily by delivering educational products and services. It has a mutually respectful and supportive relationship with the City of Wilmington and representation on many local boards, including the Chamber of Commerce, Main Street Wilmington, Energize Clinton County, and the Clinton County Historical Society. College theater productions, concerts, Westheimer Peace Symposium events, art exhibits, exhibits at the Meriam R. Hare [Quaker Heritage Center \(QHC\) and Peace Resource Center \(PRC\)](#), and other educational programs are open to the public at little or no cost. The PRC uniquely operates educational programming for constituencies including local K-12 students, residents, and visiting scholars attracted to the Center’s unique Barbara Reynolds Memorial Archives. Scholars throughout the country have visited the PRC to use this extensive collection of materials for their research on the atomic bombings of Hiroshima and Nagasaki. The [S. Arthur Watson Library](#) serves local scholars, historians, and researchers, and those interested in its archives associated with the Religious Society of Friends (Quakers), by offering access to its collections. The Library collaborates with the Clinton County Historical Society to make its collections publicly accessible.

The College partners with several local civic organizations to offer voluntary assistance or programming, including Kiwanis, Clinton County Youth Council, Sugartree Ministries, the Murphy Theatre, Harvest of Gold, FFA, OSU Extension, Wilmington City Schools, and the Red Cross. The

[Wilmington Institute for Life-long Learning](#) (WILL), on pause for the Spring 2024 term, offers free classes for those age 40 and older in the greater Wilmington area.

During the Freshman Orientation event each fall, new students spend an afternoon providing community service throughout the Wilmington area. Similarly, the annual “Swarm” event in the spring is a day of community service dedicated to the well-being and advancement of WC and the community. Greek organizations are encouraged to engage in service activities through the Greek Excellence program. Several athletic teams regularly provide public lessons or sponsor programs for individuals with special needs. Likewise, the [Agriculture department](#) hosts many public events on campus.

Sources

- 1.B.1-CommService
- 1.B.1-ProgramsandResources
- 1.B.3-1.C.1 PRC-QHC-Westheimer
- 1.B.3-AgEvents
- 1.B.3-LibraryHistoryCenter
- 20232024-undergraduate-catalog
- 20232024-undergraduate-catalog (page number 17)
- Articles of Incorporation 2020
- Quaker Tank Flyer
- research forum data
- WC Investment Mgmt-Endowment Distribution Policy 2020.01.27
- WILL-Wilmington Institute for Lifelong Learning - Wilmington College

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

Wilmington College conducts numerous curricular activities that promote informed citizenship. The Political Advocacy Practicum, for example, brings students and faculty to Washington DC annually to lobby in support of one or more causes or initiatives of contemporary political significance. Designed to provide students with "an understanding of governmental policy" and facilitate students' advocacy and public speaking skills, the Practicum partners with the Friends Committee on National Legislation, a Quaker-inspired advocacy group, to provide students from Wilmington College and other institutions of higher education with both doctrinal and practical foundations in political action. [Agriculture students also lobby](#) in Washington DC. Each trip includes 15-26 students and 2-5 faculty/staff.

The College is also affiliated with the National Council on U.S.-Arab Relations' [Model Arab League](#) (MAL), which offers simulated summits that dig deep into the politics and history of the Arab world. During the 2018-19 academic year, several students received excellence awards at the regional level, and the MAL team competed in both the nationals in Washington DC, and International Model Arab League hosted by International University in Rabat, Morocco.

Some co-curricular activities also promote informed citizenship. The annual [Westheimer Peace Symposium](#), begun in 1991, provides a forum for education, exploration, and discussion of topics aligned with the Core Values of Peace and Social Justice, Service and Civic Engagement, and Respect for All Persons. The Symposium typically features a range of panels, engagement activities, and keynotes delivered or facilitated by scholars, community leaders and activists, and other recognized experts. Recent Symposium topics included regenerative agriculture, non-violent social change, and exploring the history and threat of nuclear warfare. The event attracts both internal and external audiences. In 2020, attendance at the [Symposium](#) included 300 students, 50 faculty or staff members, 100 virtual attendees, and 20 international guests.

Other co-curricular examples include the "[WC Votes](#)" project, community service projects, and civil rights educational trips coordinated by the Office of Service and Civic Engagement and the Office of Diversity and Inclusion. Educational trips available to students range from day trips to art museums, mosques, science labs, and field-study locations to week-long travel associated with a particular area of study, such as the Costa Rica course on Tropical Ecology that takes place every other year. Other

trips are thematic in nature, such as the Political Advocacy Practicum, noted above, and the history-focused Diversity and Civil Rights trips to Washington DC, Detroit, and Chicago.

Many academic programs [promote workplace success](#) by providing students opportunities to engage with professionals in the field or conduct career-focused service. For example, students are invited each year to compete in Quaker Tank, where they pitch business concepts to a panel of judges. The judges are business leaders from the Wilmington community who offer financial support and entrepreneurial mentorship. Capstone experiences within the Business, Sport Management, Exercise Science, Communication Arts, Social Sciences, Organizational Leadership, and Occupational Therapy programs offer students real-world experiences with clients within their chosen fields. The Sport Management program has students working at major athletic events each year, including the Flying Pig Marathon and the Super Bowl. The [Aggies Club manages a livestock judging event](#) each year. In 2023 it attracted a record 1,600 high school students from the FFA program.

Faculty take students to professional conferences to compete, present research, or network. Examples include the Ohio Mathematical Association of America, the American Chemical Society local and national meetings, the Young Agriculture Professionals conference, and the Ohio Communication Association conference.

1.C.2

College processes and activities promote inclusion and equity to “[c]reate a supportive environment for all who work and learn at Wilmington College and build a campus community that respects the inherent dignity of all persons, discourages bigotry and strives to learn from differences in people, ideas and opinions.” WC's [Equal Employment Opportunity Policy statement](#) is included on its website and on all job postings, making clear its commitment to diversity in its workforce.

The [Director of Diversity](#) and Inclusion and the Center for Service and Civic Engagement have regular programming focused on populations, gender identities, and ethnicities that are underrepresented in the area and on campus. College faculty and staff also advise students in diverse student affinity organizations, such as WC PRIDE, The International Club, Black Student Initiative, and the LatinX Student Association. Tyehimba, an Afrocentric event held each year in May, has expanded to include all graduates-of-color, international students, and others who possess a strong global perspective or represent groups historically marginalized in America.

Part of the General Education requirement for all undergraduate students is designated as Global. All students choose at least two Global Education courses (coded “G”). These courses can be found in nearly all disciplines, ranging from religion and literature to biology, agriculture, and political science. The goal is to encourage students to consider situations, perspectives, and values different from their own as they relate to all subject areas. The Global Education program strives to erase borders not only across peoples and their histories, but across academic areas. The culmination of Global Education comes in the senior capstone class, GL320: Wilmington Global Signature. In this course, students are invited to address current global issues and topics through the faculty member’s discipline of specialty. Following an independent research project related to the course topic, students write a Core Values reflection modeled after both the oral testimonial tradition of the Quakers and the written tradition of an ethnographer. Students write their own truth about the significance of Core Values to a global topic and how they aspire “to make positive contributions to their professions and their communities.”

1.C.3

Wilmington College's Core Values of Respect for All Persons and Diversity articulate the institution's commitment to valuing "the dignity and worth of all persons" and fostering community members' "understanding and appreciation of different people, cultures, and ideas."

Regular campus engagement events, such as Opening Year Meetings, Board meeting updates from the President, Student Conversations, and workforce training on empathy and psychological safety facilitate a climate of respect and inclusion. During the 2021-2022 academic year, the College offered a 4-session [campus-wide training on diversity and inclusion](#) with the director of the Integrity Development Corporation. The Director of Diversity and Inclusion and the Center for Service and Civic Engagement sponsor activities open to students, faculty, and staff, some focused on a particular group or ethnicity and others as campus-wide training. The administration with participation from the Board also engaged in a series of "Listening Sessions" that were open to the campus community. [Reflections](#) from those sessions were recorded (on paper), transcribed, and later shared with the campus community.

Sources

- 1.C.1_2022 Ag Lobby Experience (3) (1)
- 1.C.1_Westheimer Peace Symposium History
- 1.C.1_Westheimer Peace Symposium Schedules_2022_2020
- 1.C.1-Model Arab LeagueETC
- 1.C.1-WorkplaceSuccess
- 1.C.2_Diversity Statement_4.10.23
- 1.C.3 Presidents Report_April 2023
- 1.C.3-1 Diversity Training Handout Wilmington College
- Employment Equal Opportunity
- NSLVE Report 2020-003142
- WC Aggies Judging Contest - Wilmington College

1.S - Criterion 1 - Summary

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

Summary

1.S

Wilmington College (WC) upholds a Mission centered on educating, inspiring, and preparing students for lives of service and success, firmly grounded in the liberal arts tradition and Quaker values such as integrity, service, and social justice. This Mission encompasses the development of students not only intellectually but also emotionally, physically, and spiritually, fostering an environment conducive to critical thinking and lifelong learning. The College's distinctive approach is reflected in its wide array of academic offerings and student support services, which are consistently aligned with its Mission to provide a holistic education that integrates career preparation. The Mission, developed through inclusive processes reflective of Quaker principles like "sense of the meeting," is regularly reviewed and updated, ensuring it remains dynamic and relevant. This involves active participation from the entire campus community, including visioning retreats and surveys, making the Mission a living document that guides all aspects of WC's operations.

Moreover, WC demonstrates a strong commitment to the public good. This commitment is evident in the diverse curricular and co-curricular activities aimed at preparing students for informed citizenship and professional success. The College places a high value on inclusive and equitable treatment of diverse populations, fostering a supportive and respectful environment for all. This approach includes a range of programs and initiatives that promote understanding and appreciation of different cultures, ideas, and perspectives. WC's dedication to its mission and values not only shapes its educational offerings but also extends to its interactions and contributions to the broader community, embodying a philosophy that education is not just about personal advancement, but also about contributing positively to society at large.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1

The current Mission Statement was developed through an inclusive campus process and adopted by the College's Board of Trustees in April 2003 ([Board Minutes April 2003](#)). Additional campus-wide review and reaffirmation occurred in 2015 and 2023. The Quaker Connections Committee, with a membership including trustees assisted by the campus minister, the director of the Quaker Heritage Center, and representatives of faculty and Wilmington Yearly Meeting, is charged with "[S]upporting a Quaker sense of community at the College commensurate with Quaker testimonies, practices, and values," and "shall give support and oversight to Board procedures and decision-making processes to ensure Quaker practices are observed regularly, updating the Board's understanding and skills in Quaker Board practices" ([Code of Regulations, p. 8ff](#)).

2.A.2

Wilmington College Financial Functions

The Business Office establishes policies and procedures, published via an internal web-based portal and accessible on request in the Office, that govern the integrity of operations in WC financial and business functions. Specifically, these operations include:

- **Annual Budget Development Process:** The College uses an annual budgeting process in which the Chief Financial Officer meets with all budget administrators to identify and prioritize operational needs for upcoming fiscal years and make funding decisions based upon the educational mission and strategic priorities.
- **Investment Policy:** The [Investment Management and Endowment Distribution Policy Statement](#) is approved by the College's Board of Trustees and regularly reviewed by the Board's Finance and Audit Committee. This Policy applies to all College investments and distributions using funds held in the endowment, quasi-endowment, contributions, restricted, and operating accounts. The President or designee reports at least annually to the Board of Trustees on the status of the College's investments along with proposing any recommendations

for changes to the policy. The policy includes a statement, rooted in the Core Values, that calls upon the College to “achieve socially responsible investing consistent with the values of the Religious Society of Friends. These values include the belief that the life and dignity of every person should be equally respected and the Quaker Tenets regarding peace, equality, integrity, simplicity, and goodwill are followed.”

- **Annual Audit of Financial Statements:** The College contracts with FORVIS, an independent Certified Public Accounting firm, to conduct annual audits of the College’s finances and financial aid transactions ([FORVIS Press Release](#)). Audits for FY 2019 through 2022 reveal that WC complies with its obligation to operate in a financially responsible manner. The Finance and Audit Committee of the Board of Trustees selects the independent auditor, reviews internal controls, and reviews the annual audit report before presenting the report to the Board of Trustees ([Code of Regulations Art. VII, Sec. 5.i](#)).

Wilmington College Academic Functions

The Office of Academic Affairs establishes policies and procedures, published in the Faculty Handbook, Undergraduate Catalog, and Graduate Catalog, that govern the integrity of operations in College academic functions. Examples of these operations include:

- **Notifications Regarding the Family Educational Rights and Privacy Act:** Wilmington College discloses information in accordance with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 ([Annual FERPA Disclosures, p. 3](#)). Annually the institution informs students of the College’s Directory Information Policy and of their rights to inspect their personal records, request corrections of inaccuracies, and initiate Challenge Hearings in the event of disagreement regarding inaccuracies. The Registrar also annually informs students of the processes for providing and revoking FERPA consent forms to the College.
- **Faculty Contracts and Appointments:** The Faculty Handbook includes policies and procedures for faculty contracts and appointments ([FH Sec 2.2](#)). The initial contract is accompanied by a letter of appointment stating the conditions of employment. The College appoints faculty to full-time, part-time, adjunct, and “special appointment” status, which includes emeritus and visiting appointments ([Sec 2.1](#)), WC offers four distinct types of contracts for full-time faculty. Faculty appointments for full-time, but non-tenure track, positions are made through term contracts, which are renewable ([Sec 2.2.1](#)). Tenure-track appointments begin with a probationary contract for a six-year period with the tenure review occurring during the sixth year ([Sec 2.2.2](#)). A tenure contract accompanies an award of tenure ([Sec 2.2.4](#)). For appointments subject to termination or non-renewal, including tenure-track appointments where tenure is not awarded, the College issues severance contracts and abides by its guidelines for non-renewal of non-tenured, full-time faculty ([Sec 2.2.3](#) and [2.8.3](#)).
- **Academic Code of Conduct:** The College publishes and follows an Academic Code of Conduct, rooted in the College’s Core Value of Integrity, that calls for students to “develop high ethical and scholarly standards and accept responsibility for maintaining these standards” ([SH p. 26](#)). The Code describes various types of academic misconduct, such as plagiarism, misrepresentation of another’s work, and examination-related offenses. It also includes policies and processes for faculty notification to students of alleged misconduct ([p. 27-28](#)). The Academic Standards and Appeals Committee bears responsibility for hearing, adjudication, and sanction of allegations of academic misconduct. The Code includes policies and procedures for appeal of adverse findings to the Chief Academic Officer for final adjudication.
- **Partnership Agreements:** All agreements and contracts are reviewed by the Chief of Staff,

Chief Financial Officer, and President, and separately reviewed by the institution's legal counsel. For example, the College's partnership with Rize Education and the Lower Cost Models Consortium was [reviewed by legal counsel](#) prior to implementation.

Wilmington College Office of Human Resources

The Office of Human Resources establishes policies and procedures, published as appropriate in the Administrative and Support Staff Handbook (ASSH), Faculty Handbook (FH), and/or Student Handbook (SH), that govern the integrity of operations in the College's human resource functions. The Office of Human Resources "is the primary custodian of the official employment records of all employees of the College both past and present" while the Office of Academic Affairs retains faculty academic records ([ASSH Sec 109](#)). Examples of operations covered by the Office of Human Resources include:

- **Policy on Sex/Gender Harassment, Discrimination and Misconduct:** The College's Policy on Sex/Gender Harassment, Discrimination and Misconduct reflects the Core Value of Respect for All Persons and affirms "the dignity of all persons" ([ASSH Appendix I](#)). Published in the Administrative and Support Staff Handbook, the Faculty Handbook ([Faculty Handbook, Sec 7.1](#)), and the [WC student handbook \(Page 69\)](#), the policy affirms that, pursuant to Title IX of the Education Amendments of 1972 (Title IX) the College "prohibits discrimination based on sex (including gender identity, gender expression, and sexual orientation) in its educational, extracurricular, athletic, or other programs or activities that it operates" ([ASSH Appendix I, p. 1](#)). The policy includes procedures for formal reporting, investigation, and adjudication (including sanction) of complaints of sexual harassment when the alleged harassment occurs "in the College's education program or activities" and when "the College exercises substantial control over both the respondent and the context in which the sexual harassment occurs" ([ASSH Appendix I, Sec 2.0](#)). The policy also provides for informal resolution, except in cases of alleged sexual harassment of a student by an employee, ([ASSH Appendix 1, Sec 5.9.1](#)) and details supportive services available to both complainant and respondent ([ASSH Appendix, Sec 4.4](#)). The Student Handbook provides policies and procedures governing allegations of harassment, discrimination, or misconduct when both parties are students at the College. The institution provides online Title IX training for all employees ([Title IX Employee Fall Training 2021](#)) and conducts similar workshops, oriented toward incoming students, as part of new student orientation.
- **Employment Policies:** Wilmington College's Handbooks include policies and procedures regarding WC's general employment practices. These policies affirm that WC "is an equal opportunity employer and will not discriminate unlawfully in employment matters on the basis of race, religion, gender, color, ancestry, national origin, age, disability or any other category protected by law" ([ASSH Sec 100](#)). The Handbooks include the College's Non-Discrimination Statement and statement regarding the Employment of Individuals with Disabilities, in addition to describing the processes for receiving and resolving Equal Opportunity Employment Complaints ([ASSH Sec 101-103](#)). The institution's employment policies cover, generally, all matters related to the employment of non-faculty employees, including but not limited to recruitment, selection, and background check processes; ([ASSH Sec 104-105](#)) changes in position, including both promotion and separation; ([ASSH Sec 112-113](#)) and performance management, including both expectations for employee conduct and ethics and progressive discipline, further discussed below ([ASSH Sec 200, 300, 301](#)). Employment policies and procedures specific to faculty appointments are included in the Faculty Handbook and discussed at greater length above in Faculty Contracts and Appointments.

- **Employee Complaints, Conduct, and Ethics:** The College’s Handbooks include policies and procedures regarding employee complaints not specifically governed by the Policy on Sex/Gender Harassment, Discrimination and Misconduct. In instances where “an employee believes that a College policy or procedure has been violated” ([ASSH Sec 700](#)) the Handbooks provide for initial efforts at informal resolution of such complaints and for formal resolution processes ([ASSH Sec 700](#)). The College will provide for professional mediation, upon request, to assist employees in resolving disagreements between themselves ([ASSH Sec 701](#)). The Handbooks also include policies and procedures regarding employee conduct and ethics that set expectations for WC employees to “uphol[d] the highest standards of honest behavior, ethical conduct and fiduciary responsibility with respect to College funds, resources and property” ([ASSH Sec 300](#)). Expectations regarding employee conduct and ethics stem from the Core Values, notably Respect for All Persons, by charging employees to “always perpetuate respect and courtesy for one’s colleagues and associates” ([ASSH Sec 300](#)). The Misuse of Employment Status/Conflict of Interest policy provides guidance to employees in identifying potential conflicts of interest due to employment at the College and responding appropriately ([ASSH Sec 312](#)). In support of the College’s expectations regarding employee conduct and ethics, the Handbooks include policies and procedures regarding progressive discipline. The Core Value of Integrity “requires each of us to assume responsibility for our actions” and animates an approach to progressive discipline which “is directed at the offending act and not the employee, with the expected result being a positive change in performance and/or behavior[.]” ([ASSH Sec 301](#)). While the severity of the progressive discipline can extend up to termination, it “begins with [and] depends on the facts of each case” ([ASSH Sec 301](#)). The policy provides supervisors with general guidance on how to first engage in discipline via oral warning and policy review, escalating through to written reprimand and heightened sanctions including suspension and termination ([ASSH Sec 301](#)).

Wilmington College Auxiliary Functions

Wilmington College, in contracting with service providers, establishes policies and procedures that govern the integrity of operations in auxiliary functions. WC operates three administrative functions (dining services, the bookstore, and custodial services) as auxiliaries, including:

- **College Foodservices:** WC contracts with AVI Foodsystems, Inc. (AVI) to supply “dining and other food services” ([AVI Food Services Agreement](#)). AVI was selected following a competitive bidding process that included a tailored proposal to use produce grown on the WC Academic Farm, ([AVI Food Services Technical Proposal, p. 22](#)) an operating schedule tailored to the unique hours kept by the agriculture students, ([Tech p. 2](#)) and discussion of AVI’s values-driven corporate ethos, which mirrors the Core Values ([p. 10-11](#)). Through the College website, AVI makes meal-plan pricing information, dining facility operating schedules, and weekly menus available to users.
- **College Bookstore:** The College contracts with Follett Higher Education Group to run its campus bookstore. The initial contract, which renews annually, ([Bookstore Contract & Addendum, Amendment, p. 47](#)) includes Follett’s non-discrimination in hiring provision, ([Sec III, p. 38](#)) terms for workforce benefits and professional development, ([Sec III, p. 33](#)) and protocols for hiring part-time student-staff ([Sec III, p. 37](#)). At the time of contract formation, the College's own employees staffed the College’s bookstore. The contract with Follett provided for Follett to offer those employees continued employment at the full wages they enjoyed while they were employed by WC ([Sec III, p. 33](#)).
- **College Housekeeping & Custodial Services:** The College contracts with Alpha & Omega

Building Services (A&O) for “custodial and other services” ([Alpha & Omega Original Contract, Art. 2.1, p. 4](#)). The initial contract, which renews annually, ([Art 3.1, p. 5](#)) includes A&O’s Equal Opportunity and Affirmative Action Employer statement ([Sec 5.3, p. 5](#)) and provides for employee training and material safety resources ([Sec 5.4-5.5, p. 5-6](#)). At the time of contract formation, the College's own employees performed custodial services. The contract with A&O provided for A&O to offer those employees continued employment at the full wages they enjoyed while they were employed by WC ([p. 2](#)).

Sources

- 1.A.1-Board of Trustee Minutes_04.26.03
- 2.A.1_CodeofRegulations_2.11.23(1)
- 2.A.1_CodeofRegulations_2.11.23(1) (page number 8)
- 2.A.2_AlphaOmegaOriginal Contract
- 2.A.2_AVIFoodServicesAgreement
- 2.A.2_AVIFoodServicesTechnical Proposal
- 2.A.2_BookstoreContractandAddendum
- 2.A.2_FERPADisclosure
- 2.A.2_FORVISPressRelease
- 2.A.2_Legal Review of Rize Education
- 2.A.2_TitleIXEmployeeTrainingFall2021
- 5.A.1_Wilmington College Investment Policy
- Admin_Support_Handbook
- Admin_Support_Handbook (page number 13)
- Admin_Support_Handbook (page number 14)
- Admin_Support_Handbook (page number 17)
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- Admin_Support_Handbook (page number 74)
- Admin_Support_Handbook (page number 81)
- Faculty Handbook 2023-24
- Faculty Handbook 2023-24 (page number 18)
- Faculty Handbook 2023-24 (page number 22)
- Faculty Handbook 2023-24 (page number 23)
- Faculty Handbook 2023-24 (page number 44)
- Faculty Handbook 2023-24 (page number 87)
- WC student handbook
- WC student handbook (page number 26)
- WC student handbook (page number 27)
- WC student handbook (page number 69)

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1

Wilmington College endeavors to present information to its constituencies that is factual, relevant, and correct in all venues for public information. This includes the College's website, social media platforms, publications, news media releases, and other modes of institutional communication. WC's public relations and marketing staff work together to ensure accuracy in all its communications and statements that present the institution to the public, as well as to alumni, students, and other internal constituents. This longstanding trust between the College and its constituents is essential for institutional integrity.

Admissions and Academic Requirements

The Office of Admissions publishes, through the website, clear and accurate representations for prospective students regarding admissions processes ([2.B.1_StartYourApplication](#)). Through its web pages, the Office communicates requirements for transcripts, standardized test scores, and application deadlines ([first-year student](#)). The Office also publishes information for specific applicant constituencies, including [first-year](#), [transfer](#), [veteran](#), [international](#), and [returning](#) applicants.

The Office of Academic Affairs publishes, through the website and academic catalogs, clear and accurate representations regarding the institution's academic offerings. These include the [undergraduate](#) programs, [graduate](#) programs, and special offerings such as [articulation agreements](#), the [Honors Program](#), and [study abroad](#). Annually, the College publishes full undergraduate and graduate catalogs that include course descriptions, graduation requirements, academic policies, and other information generally appropriate to collegiate academic catalogs ([Catalog/Handbook page](#)). The [Prison Education Program catalog](#) comes in print form, as its students have very limited web access. The Office of Academic Records also provides clear and accurate information regarding [academic calendars](#) and [course schedules](#).

Faculty, Staff, and Administration

The College publishes [biographical information for employees](#) on the externally facing website and includes employee rosters with academic credentials as part of the College's online catalogs ([Example catalog for online programs](#)).

Cost to Students

The College's external website includes statements regarding annual tuition rates, applicable room and board costs, and other fees for undergraduate and graduate students ([Tuition & Fees](#)). WC also provides an online [net price calculator](#) to help prospective students and families understand WC's pricing structure. The [Student One Stop](#) functions as the Office of Financial Aid, publishing information on scholarships and awards, financial aid, and other information for prospective students and families.

Governance Structures

Information about the College's governance structures, including fiduciary governance, shared governance, and executive leadership and administration, is maintained on the website.

Accreditation Relationships

Wilmington College ensures the accuracy of representations made regarding the College's [accreditation](#) relationships on the external website.

2.B.2

WC's website highlights the annual [Student & Faculty Research Forum](#) that provides students with a poster-session event to showcase their research and the [Undergraduate Research Symposium](#) that offers students the opportunity to present in a traditional academic conference format.

The Center for Service and Civic Engagement ([CSCE](#)) uses the website to promote opportunities for student-led volunteerism, student [voter engagement and participation](#), and [work-study](#) placements with local community agencies. The Wilmington College Academic Farm, Campus Farmers Market, and Community Gardens provide opportunities to engage in community development through [communal gardening plots](#) and food donation drives.

The College promotes experiential learning opportunities, including student leadership development, through student-led media projects, including The Wilmingtonian yearbook, The Woodhouse campus literary compendium, and the comprehensive [Quaker Media](#) multi-media student group. WC also facilitates student leadership development and student engagement in shared governance through the Student Government Association and the Student Athlete Advisory Council.

While the Mission statement does not include a specific reference to religious or spiritual purpose, the College's educational efforts are rooted in the historic values of the Religious Society of Friends (Quakers). The College also operates several centers, including the Quaker Heritage Center, the Peace Resource Center, and the Office of Campus Ministry, to support incorporation of Quaker Core Values into the life of the College. Students are introduced to these valuable resources during orientation and take advantage of extensive programming throughout their College experience ([PRC-QHC-Westheimer](#)).

Sources

- 1.B.3-1.C.1 PRC-QHC-Westheimer
- 2.B.1_20232024-graduate-catalog

- 2.B.1_AcademicCalendar
- 2.B.1_AcademicCourseCatalogsandEmployeeHandbook
- 2.B.1_Accreditation
- 2.B.1_FacultyandStaff
- 2.B.1_FinancialAidinclOneStop
- 2.B.1_FirstYearStudents
- 2.B.1_HonorsProgram
- 2.B.1_InternationalStudents
- 2.B.1_NetPriceCalculatorforWilmingtonCollege
- 2.B.1_PrisonEducationProgramCatalog
- 2.B.1_ReturningStudents
- 2.B.1_StartYourApplication
- 2.B.1_StudyAbroad
- 2.B.1_TransferStudents
- 2.B.1_TuitionandFees
- 2.B.1_VeteranStudents
- 2.B.1_WC-Catalog-Online-2023-2024
- 2.B.2_CSCE
- 2.B.2_QuakerMedia
- 2.B.2_ResearchForum
- 2.B.2_ResearchSymposium2022
- 2.B.2_SustainabilityProjectCommunityGardens
- 2.B.2_WCVotes
- 2.B.2_WorkStudy

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1

Board Training, Education, and Responsibilities

Board training and education begins with the [orientation of new trustees](#) before their first Board meeting, typically in October. The Board's officers, along with the College's President, welcome new trustees to the Board via an online orientation that includes conversation on the Mission, Vision, Core Values, and Quaker heritage. The orientation also includes an introduction to the landscape of contemporary higher education, an overview of college operations, and a component on the Board's legal and fiduciary responsibilities. The orientation uses publications from the Association of Independent Colleges and Universities of Ohio to educate new trustees about current issues in higher education. It also references the [Guide for Charity Board Members](#), published by the Office of the Ohio Attorney General, when reviewing the Board's legal and fiduciary responsibilities.

The Board's Finance and Audit Committee, staffed by the College's Chief Financial Officer, is "responsible for promoting the financial health of the College through overseeing current financial operations and results" and "informing and educating the Board of Trustees on financial issues" ([Code of Regulations Art. VI, Sec. 5.b](#)). This includes regular review of the Investment Policy, discussed at greater length in Core Component 2.A.2 ([Finance & Audit Committee Presentation_July 2022, Slide 30](#)). In 2022 the Committee engaged with the Chief Financial Officer in reviews of WC's commercial insurance policies ([Slide 31](#)) and processes for management of rental properties ([Business and Finance Board Report_April 2022](#)). In 2023, the Committee obtained updated information about the market value of all the College's properties, including ~1,100 acres in agricultural land ([Board Minutes Oct 2023, p. 7](#)).

The Board also regularly engages with leadership regarding academic policies and practices, to ensure the Board makes informed decisions about its duty to "[a]pprove the academic program and review proposed changes in light of the College's mission, plans, and resources" ([Code of Regulations Art. VI, Sec. 5.b](#)). During the COVID pandemic, the Board received updates on the

College's response including classroom protocols ([Board COVID Management Plan](#)). The Board advised on and approved programmatic changes related to closing the College's Branch campus and bringing its programs to an online platform. It receives presentations about proposed new academic programs. Most recently the Board has reviewed and approved such new initiatives as the Prison Education Program, the partnership with Ed2Go to provide workplace development, and provision to explore new concentrations through the Rize Education incubator program ([Board presentations October 2023](#)).

The Board also routinely reviews its governance documents to ensure that its internal operations satisfy the Board's legal and fiduciary responsibilities. In 2021-2022 the Board, with the assistance of legal counsel, reviewed, revised, and approved its current Articles of Incorporation and Code of Regulations (i.e., bylaws). Current copies of governance documents are housed in a dedicated folder in the Board's SharePoint space.

The Board provides trustees with two internally developed documents regarding expectations for service. The [Standards of Practice](#) convey "expected practices that accompany membership [on the Wilmington College Board of Trustees]." The [Trustee Responsibilities](#) document provides trustees with a brief, informational summary of "general principles" regarding Board service at the College.

2.C.2

WC's Board deliberations, as reflected in meeting agendas and minutes, prioritize preserving and enhancing the College. Beginning in February 2023, a series of full-day Board strategic planning retreats led by an Appreciative Inquiry facilitator focused on clarifying these priorities, linking them to Mission and Quaker values, and identifying the most promising to move forward for implementation. The campus community then engaged in a careful [visioning process](#) with open meetings focused on five Queries gleaned from these retreats.

Current Board committees include Academic Affairs and Enrollment Management, Advancement, External Relations and Marketing, Student Affairs, and Buildings and Grounds. Each committee is chaired by a Trustee, but a member of the College's academic or administrative staff coordinates the meetings, takes agenda items, and arranges for clerical support. This reflects the advisory role of the Board relative to institutional administration. Standing committees (Executive, Trusteeship, Quaker Connections, Finance and Audit) continue their assigned functions per the Code of Regulations. Board agendas regularly include updates, discussion, and deliberation on topics of strategic significance, such as the re-affirmation of accreditation process with the Higher Learning Commission; progress towards the \$45 million goal for the College's comprehensive campaign (a goal exceeded in December 2022); and academic initiatives to diversify the College's offerings and audience, including the Prison Education Program, the Ed2Go partnership, and the Rize Education incubator partnership ([Board Agendas 2023](#)).

2.C.3

Board plenary sessions promote the Board's engagement with the institution's internal and external constituencies and review of those constituencies' reasonable and relevant interests. Plenary sessions are open to the campus community and typically include participatory, non-voting representation from internal and external constituencies. These include elected/appointed representatives from the College's faculty and student body and from Wilmington Yearly Meeting, the local community of the Religious Society of Friends. As needed, representatives from other external constituencies, such as the College's independent external auditor, will also attend Board meetings ([Example: Board](#)

[Minutes10_2023](#)).

2.C.4

The Board's [Code of Regulations](#) requires every trustee to disclose "any possible conflict of interest" that occurs if "the Trustee or a family member or business associate of the Trustee has existing or potential financial or other interests that impair or might appear to impair the Trustee's independent, unbiased judgment in the discharge of the Trustee's responsibilities to the College." Annually, the Chief Financial Officer provides every trustee with the Conflict-of-Interest Policy and solicits their completion of a [Disclosure Certification](#).

The Code includes "Preserv[ing] institutional autonomy" as a specific power and duty vested in the Board ([Code of Regulations, Art. I, Sec C.x](#)). The Trustee Responsibilities document also lists "To preserve institutional autonomy" as a "general principle" of Board service at the College. The statement recognizes that "outside groups are constantly trying to exploit [colleges and universities]" and that "only watchful and determined boards can protect [colleges and universities]." The statement also charges the Board to "protec[t] th[e] institution from outside interference. Donors must not be allowed to dictate undesirable restrictions on their gifts. Alumni must not be allowed to control individual programs" ([Trustee Responsibilities, p.3](#)).

2.C.5

Wilmington College's Board delegates day-to-day management of the College to the President and empowers the President to appoint an administration. The Code of Regulations requires the Board to "employ a President of the College who shall be the College's Chief Executive Officer, and the chief advisor to the Board of Trustees" ([Code of Regulations, Art. VI, Sec 1](#)). The Code also details the "Role, authority, and duties of the President" that include "responsibility for all the educational and managerial affairs of the College" ([Art. VI, Sec 3.a](#)). Amongst other duties, the President "has authority to execute documents on behalf of the College," "shall appoint academic and administrative officers and staff of the College," and "shall present [to the Board] ...reports on the income and expenses of the College" ([Art. VI, Sec 3.c, d, f](#)).

The Board's own advisory documents acknowledge the proper bounds of fiduciary engagement in the institution's daily management. The Standards of Practice provide that as a matter of protocol Trustees should "[s]erve as a policy maker and overseer and not as an administrator" ([Standards of Practice, p. 3](#)). Further, the Trustee Responsibilities document counsels that "trustees would be wise to listen carefully to recommendations by the President who has presumably been selected for competence as a professional educator" ([Trustee Responsibilities, p. 2](#)).

The Code vests the Board with the power and duty to both "[a]pprove the academic program and review proposed changes" and "[a]pprove policies concerning faculty appointment, tenure, [and] dismissal" ([Code of Regulations Art. I, Sec C. v-vi](#)). However, both the Board's own advisory documents and the Faculty Handbook acknowledge the importance of deference to the faculty regarding curricular decisions and other academic matters. The Trustee Responsibilities document states "[t]he decision to add or subtract a particular [academic] program is ultimately a board decision but what is taught is the faculty's business and trustees should not interfere with course offerings" ([Trustee Responsibilities, p. 2](#)). The Faculty Handbook also affirms that "the faculty makes judgments on curriculum, scholarship, methods of instruction and aspects of student life related to the educational process" ([FH, Sec 1.5](#)).

In preparation for the Commission's Spring 2024 site visit, the Board of Trustees, in consultation with the President, took care to [thoroughly review the Commission's Mid-Term report](#). That report identified several instances where the faculty previously expressed concern over the Board's level of involvement in financial, academic, and strategic planning decision-making processes. The College believes it has addressed this concern through a more open Board meeting format, regular and faithful reporting out to the campus following Board meetings, the new committee structure, and a recommitment to shared governance across the Board and campus community.

Sources

- 2.A.1_CodeofRegulations_2.11.23(1)
- 2.C.1_BoardReportOctober 2023
- 2.C.1_BusinessandFinance04-2022BIA
- 2.C.1_FACFinalPresentationBOT2022_Jul
- 2.C.1_Guide-for-Charity-Board-Members
- 2.C.1_July 2020 BoT COVID 19 Management Plan
- 2.C.1_NewTrusteeOrientation_Fall 2022
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- 2.C.4_ConflictofInteresForm_6.30.23
- 2.C.5_BoardPresentation_April 2021
- BOT Presentation Stretch July 2023 (1)
- Executive Summary listening sessions 31024
- Faculty Handbook 2023-24
- Faculty Handbook 2023-24 (page number 13)
- HLC BoT Educational Session

2.D - Core Component 2.D

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

Argument

2.D

Wilmington College Faculty Handbook (FH) and Student Handbook (SH) affirm that “both faculty members and students can engage in intellectual debate without fear of censorship or retaliation” ([FH, Sec 2.9.1](#); [SH, p. 29](#)). The institution also affirms that academic freedom “gives both students and faculty the right to express their views – in speech, writing, and through electronic communication, both on and off campus – without fear of sanction” ([FH Sec 2.9.1.4](#)). Academic freedom at Wilmington College signifies that both faculty members and students have the liberty to draw comparisons and contrasts across subjects taught, in any course, and within any field of human knowledge or historical period.

The College’s affirmation of academic freedom and freedom of expression “preserves the intellectual integrity of our educational system and thus serves the public good” ([FH, Sec 2.9.1.2](#)) and protects the rights of faculty members “to remain true to his or her pedagogical philosophy and intellectual commitments” ([FH, Sec 2.9.1.2](#)). In order to ensure adherence to this policy, which the College views as a cornerstone of the institution, WC not only accords community members full due process in line with the spirit of academic freedom, but also has an active advocacy chapter of the Ohio Conference of the American Association of University Professors (AAUP), representing 20 members of the current faculty ([AAUP Chapter List_2.20.23](#)).

Sources

- 2.D.1_OhioConferenceofAAUPChapter List_2.20.23
- Faculty Handbook 2023-24
- Faculty Handbook 2023-24 (page number 50)
- WC student handbook
- WC student handbook (page number 29)

2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1

Institutional Review Board

The Institutional Review Board (IRB) “promote[s] complete and adequate review of research activities commonly conducted by the institution” ([Faculty Handbook \(FH\), Appendix 1.14, inclusive](#)), and is the administrative body through which WC complies with Title 45, Part 46 of the Code of Federal Regulations’ requirements regarding the Protection of Human Subjects. Policy requires that IRB “members need to be sufficiently qualified through experience and expertise to promote respect for their advice and counsel in protecting the rights and welfare of human subjects.” Further, the IRB’s membership should include “[members] with varying backgrounds to promote complete and adequate review of research activities.” This includes provision for knowledgeable reviewers of research involving vulnerable populations, including children, those who are pregnant, those who are incarcerated, and persons with disabilities.

The IRB maintains professional standards during its review processes by using a three-tiered review approach and publishing standardized procedures for researchers submitting applications to the IRB. The College’s focus on teaching means that “[m]ost research projects conducted at Wilmington College will be eligible for exempted review (which means they do not need review).” For “[t]ypes of research that present only minimal risk to participants” the IRB conducts [expedited reviews](#). All research that does not satisfy all the criteria for either [exempted](#) or [expedited](#) review must receive a full review from the IRB. The IRB publishes model requests, with criteria, for exempted review and expedited review, along with the [Application for Use of Human Subjects in Research](#) that constitutes the request for full review.

The IRB’s model support documents, including the Informed Consent Long Form, the Consent for Photographic or Voice Recording, and the Electrical Equipment Safety Check form, also demonstrate a commitment to ethical behavior in the College’s research efforts. The IRB provides these documents to convey to human subjects “a fair explanation of [the research] in language easily understood by lay people” and requires researchers to “disclos[e] all those facts, risks, and discomforts which might be expected to influence an individual’s decision to willingly participate as a volunteer in a study.”

Institutional Animal Research and Care Committee

The Institutional Animal Research and Care Committee was voluntarily created in 2017 because of the College's "deep commitment to integrity and respect for others, including animals" and dedication to "the ethical and humane treatment of animals used in research and teaching" ([FH Appendix 1.25, inclusive](#)). At the time of Committee creation, the College did not have grants from either the National Institutes of Health or the National Science Foundation that involved oversight provisions requiring such a committee.

The Committee reviews all research involving living vertebrate animals or cephalopods and all animal care protocols and provides the Chief Academic Officer with "counse[l] on ethical issues" regarding animal welfare at the College. The Committee's review process uses expedited reviews, conducted by a single Committee member designated by the Committee chair, and full reviews that require a quorum of the Committee.

2.E.2

WC is an IRB-sanctioned institution. All students and faculty are required to follow IRB protocols. As noted above, WC has committees that review and approve both research involving persons and research involving animals.

Faculty Research Grants

While WC is primarily a teaching institution, the institution's modest research grants demonstrate a "commitment to faculty's academic development through research" ([FH Appendix 1.8](#)). The Instructional Development and Resources Committee (IDRC), a constituent committee of the Faculty Meeting, offers grants and awards to faculty through a competitive application process. Applications must include descriptions of research methods, evaluation plans describing measures for success used to assess the research proposals, and a "reasonable" and detailed budget. Faculty who receive research grants must provide final evaluations to the Office of Academic Affairs upon completion of research to "formally document research success." Several avenues are available for sharing results both within and outside campus.

Sheppard A. Watson Library

The Library's [Copyright Resource Center](#) plays a pivotal role in supporting and reinforcing academic integrity and copyright compliance within the educational community. The Center provides critical resources and guidance to both faculty and students through a wealth of educational materials designed to raise awareness and understanding of copyright laws. The Center provides faculty with the resources they need to design courses that respect intellectual property rights, and provides students access to information on how to use copyrighted materials responsibly.

The Center assists faculty in determining fair use principles and applying them effectively. This ensures that educators have the necessary tools to balance the use of copyrighted materials with the legitimate needs of scholarship and teaching. In alignment with copyright laws and regulations, the Center also supports faculty in making course materials accessible to all students while promoting an inclusive learning environment.

2.E.3

The College takes seriously issues related to integrity in the student use of information and research

data through its policies on plagiarism and academic misconduct made explicit in the [Student Handbook](#) and in individual [course syllabi](#). Ethical use of information resources is reinforced through appropriate instruction in required English courses, by faculty assigning research projects, and by librarians working with students as individuals and in groups. The Writing in the Disciplines Coordinator coordinates the assessment of student writing skills, including the ethical use of information.

The EN101: Writing II course taken by most students as part of their General Education requirements 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. Students can also receive support regarding the ethical use of research in sessions at the Writing Center. The College is currently adjusting to the challenges to the ethical use of resources presented by generative artificial intelligence by developing an [AI policy](#) (still in draft) and redesigning the EN101: Writing II curriculum and standards to address the ethical and unethical use of AI in composition.

Sheppard A. Watson Library

The Library provides students with guidance about ethical research and writing practices and the appropriate and efficient use of information resources. In addition to the resources discussed in Core Component 2.E.2, the Library maintains an online [Citation Styles and Avoiding Plagiarism](#) guide that links to externally available online resources. Librarians are also available [by appointment](#) to assist with student requests regarding research and information resources generally encountered in an academic library.

Institutional Review Board

The Institutional Review Board, discussed at greater length in Core Component 2.E.1, also provides “instruction and guidance on ethical issues associated with...research” at the College ([FH, sec 1.14](#)).

Office of Institutional Effectiveness

The Office of Institutional Effectiveness offers workshops and guidance to students on [creating surveys](#) and conducting research in appropriate and effective ways.

2.E.4

Faculty Handbook

The Faculty Handbook delineates the College’s commitment to academic freedom and what rights and responsibilities academic freedom confers upon faculty members ([FH, sec 2.9.1](#)). With respect to academic honesty and integrity, academic freedom at Wilmington College does not protect views of faculty members that “demonstrate that they are professionally ignorant, incompetent, or dishonest with regard to their discipline or fields of expertise” ([FH, sec 2.9.1.4](#)). The Handbook also affirms that tenured and non-tenured faculty members may be dismissed for cause for “material failure to perform assigned academic duties” or “incompetence in the performance of academic duties” and prescribes procedures for dismissal under such circumstances ([FH, sec 2.8.5.1](#)).

Student Handbook

The [Student Handbook](#) contains the College's Academic Code of Conduct that charges students "to develop high ethical and scholarly standards and accept responsibility for maintaining these standards." The Code includes examples of academic misconduct and details complaint, hearing, and appellate [processes](#) conducted by the Academic Standards and Appeals Committee, discussed at greater length in Core Component 2.A.2. [Appendix 1.18 of the Faculty Handbook](#) outlines how instances of academic dishonesty are heard by the Assistant Vice President for Academic Affairs (AVPAA). The AVPAA keeps a [record](#) of these cases. As mentioned in 2.E.3, WC is currently considering a [policy](#) to address the dishonest use of generative AI that is student-centered and focuses on remediation and [education](#).

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

2.S

Wilmington College (WC) adheres to a framework of integrity and ethical conduct in its operations across all domains. The institution's Mission is developed inclusively and adopted by its Board of Trustees, undergoing periodic review. Financial integrity is maintained through a meticulous budgeting process, investment policies rooted in Quaker values, and regular independent audits. Academic integrity is upheld through adherence to FERPA, structured faculty contracts, and an Academic Code of Conduct that emphasizes ethical standards. Human resource policies ensure fair treatment and ethical conduct in employment practices, including non-discrimination and conflict-of-interest policies. Auxiliary functions, such as food services, bookstore, and custodial services, operate with integrity, reflecting the college's values and standards. WC commits to transparent and accurate representation of its academic offerings, faculty, costs, and governance structures to students and the public. This is evident in thorough dissemination of information through various channels, ensuring clarity in academic requirements, faculty qualifications, financial obligations, and institutional governance. The institution substantiates its claims regarding contributions to education, research, and community engagement, highlighting student and faculty research forums, service opportunities, and experiential learning initiatives. Furthermore, WC's commitment to the values of the Religious Society of Friends (Quakers) permeates its educational philosophy and practices.

The governing Board of WC functions with autonomy, focused on the institution's best interests and compliance with policies, ensuring the college's integrity. Board members receive thorough training and education, enabling informed decision-making regarding financial and academic policies. Regular engagement with leadership on academic policies and internal reviews of governance documents attest to the Board's dedication to legal and fiduciary responsibilities. The Board's decision-making processes prioritize the institution's enhancement and preservation, demonstrated through strategic planning retreats and committee deliberations on important topics like accreditation, fundraising campaigns, and academic initiatives. The Board respects the interests of internal and external constituencies in its deliberations, maintaining independence from undue external influence and delegating day-to-day management to the college administration. WC upholds the principles of academic freedom and freedom of expression, affirming the rights of faculty and students to intellectual debate without fear of censorship. Finally, the institution emphasizes responsible knowledge acquisition and application, with an Institutional Review Board ensuring ethical research practices, support for faculty research, and guidance for students on ethical research and information use. Policies on academic honesty and integrity are enforced, with clear procedures for addressing violations in both faculty and student conduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

3.A.1

Academic Requirements and Regulations

The currency and quality of courses and programs at Wilmington College are maintained through checks and balances across the institution.

The College's academic regulations set [minimum requirements for degree conferral](#). For Bachelor of Arts (BA) and Bachelor of Science (BS) degrees, the undergraduate degrees available at the College, students must satisfy [requirements](#) for total semester hours, residency, and total hours earned via upper-division work. All undergraduate students must also satisfy General Education requirements, major requirements, and if applicable minor requirements, as detailed in the Undergraduate Catalog. All undergraduates must complete 124 semester hours, of which 40 hours must be at the upper-division level. Major programs consist of 32 to 56 semester hours, with exceptions for programs with external accrediting requirements. The minimum number of credit hours for a minor is 20. Graduate students must satisfy [minimum requirements for academic load](#) along with program-specific requirements, as detailed in the Graduate Catalog.

The College evaluates undergraduate student performance through a standard lettered grading system ("A" through "F"), uses a declining quality point scale (4.0 for "A" grades through 0.0 for "F" grades) to calculate grade point averages, and [publishes criteria for merit-based awards and honor societies](#). WC evaluates graduate students according to a similar [grading system](#), with adaptations as necessary according to accreditation requirements or program best practices. Both [undergraduate](#) and [graduate](#) students must remain in academic good standing to proceed from semester to semester, through to degree completion.

Entering students with a qualifying high school record can participate in the [Honors Program](#). Entry

into the program is available to already enrolled and transfer students by petition. Completion of a 16-credit [Honors Track of courses plus a capstone project and service/civic engagement hours](#) leads to a special Honors endorsement on the transcript and recognition at commencement.

Review of Courses

The [Academic Policies Committee](#) (APC) engages faculty, and when appropriate staff and students, in reviewing changes to academic courses and programs. A constituent committee of the Faculty Meeting, the [APC's work](#) also includes establishing deadlines for faculty course revisions, evaluating the propriety of course-level designations and prerequisites, and considering updates to degree and General Education requirements. APC also reviews proposals for new curricular offerings, such as the Esports Management Minor or Mathematics Major with Data Science Concentration. Upon review of the College's courses and programs, APC makes recommendations regarding academic requirements to Faculty Meeting.

3.A.2

The institution clearly defines learning goals and objectives for its various levels of education, including undergraduate and graduate. Those goals form the basis of [annual assessment review and reporting](#). Faculty review learning goals and outcomes for individual majors, minors, and special programs yearly through the assessment process. Outcomes are reviewed for rigor and appropriateness to course level, first when the course is proposed by way of a [New Course Form](#) and then annually by the Assessment Committee.

The institution articulates expectations for the completion of programs at differentiated levels in its graduation requirements. The Undergraduate Catalog specifies the requirement of completing at least 124 semester hours of credit, including [40 hours of upper-division coursework](#). Within an undergraduate major, at least [half of the required credit hours must be from these upper-division courses](#), which are those numbered in the 300 and 400 range.

The [Graduate Catalog](#) provides comprehensive information on the graduation requirements for master's degrees. Faculty are responsible for the creation, modification, and supervision of graduate courses and curricula. Furthermore, each program specifies its own credit hour requirements, necessary courses, and additional skills or competencies required to meet the standards of the specific discipline. The student learning objectives for fieldwork placement are also specified within each program, and systems are in place to monitor compliance with fieldwork-specific accreditation standards.

[A comparison of the learning goals for the undergraduate Exercise Science \(ES\) program and the graduate Master of Science in Athletic Training \(MSAT\) program](#) provides an example of differentiation, as noted below.

Undergraduate-Level Exercise Science Program Learning Goals

The ES program is designed to prepare students for entry-level positions in various health and fitness occupations, or for graduate education in exercise science or other pre-professional health-related disciplines such as physical therapy, physician assistant, or medicine. The program is also designed to prepare students for professional certifications by appropriate organizations.

Specific learning outcomes for the ES program indicate students will be able to:

1. Understand the biochemical, structural, and physiological functions of the body and how they are applied to physical activity.
2. Recognize common health conditions/diseases and how they can affect physiological testing data and exercise prescription.
3. Understand the importance of metabolic calculations and be able to complete complex problems related to maximal and/or relative oxygen consumption.
4. Explain weight training exercises, due to the importance of the material being presented on certifications.
5. Understand the concepts of testing and prescribing individuals with proper exercise regimens.
6. Understand the basics of the equipment used in lab and the data that are revealed when using each piece.
7. Understand the concepts, best practices, and data interpretation regarding research in the field.
8. Gain sufficient practical experience in the specific field they plan to pursue.
9. Gain overall preparation for post-graduation certification or graduate school prerequisite requirements.

Examples:

- Within the Physiology of Exercise (XS355) and Exercise Testing & Prescription (XS365) courses, students are presented with and tested on the physiological functions of the body. This is applied to exercise protocols in which students must explain how the physiological data change during physical activity via laboratory assignments. These courses also cover metabolic calculations that are used within multiple fields of exercise science to help develop exercise prescriptions for various populations.
- During Field Experience courses (XS285 and XS485) the students can shadow and/or work with professionals in the field of their choice to gain additional knowledge of the day-to-day practices. This also serves as an opportunity to narrow down their career goals by observing which fields suit their goals best. In addition, numerous graduate school programs require a certain number of observation hours as a prerequisite for admission into their programs. Students can satisfy these requirements during these courses.

Graduate-Level Athletic Training Program Learning Goals

For a graduate-level academic program, the integration of research evidence into didactic and clinical instruction is a defining characteristic. Rather than simply teaching students how to perform clinical procedures, the WC MSAT program curriculum is designed to facilitate development of the critical thinking and clinical decision-making skills that characterize high-quality healthcare.

All aspects of the MSAT program are designed to conform to the accreditation guidelines of the Commission on Accreditation of Athletic Training Education (CAATE). The development of foundational professional knowledge and clinical skills over a two-year period prepares the student for successful completion of the Board of Certification (BOC) examination. The program provides exposure to advanced clinical concepts and professional issues that facilitate further professional development. A primary objective of the MSAT program is to prepare athletic training students to ultimately become master clinicians and professional leaders, which is why the current program includes multiple clinical experiences that culminate in full time, immersive clinical experience.

Specific learning outcomes for the MSAT program include:

1. Master Clinicians – Students will exhibit clinical reasoning skills by synthesizing information

related to the discipline of athletic training and using evidence to answer clinical questions and guide clinical practice.

2. Communicate – Students will communicate effectively in both oral and written form.
3. Evaluate – Students will become proficient in developing and conducting research and/or creative activities related to healthcare for a diverse patient population.
4. BOC Exam Results – Students will successfully complete the Board of Certification (BOC) examination with knowledge and skills gained through the MS in AT program.

Examples:

- Clinical hours in various settings: HS, college, Orthopedic Dr office, Chiropractic office, surgery, tactical medicine, PT office, general medicine hospital. All experiences allow for patient care, evaluation, and treatment options, all supervised under a preceptor.
- Communication in class with numerous presentations (with visual aids) and small research papers. Communication is also practiced when working directly with patients at the various clinical sites and writing up proper medical documentation. The first cohort of MS in AT students completed an individual research project and presented posters at the OATA (Ohio Athletic Trainers' Association) conference. Two students gave oral presentations of their research at the conference as well.

3.A.3

WC ensures the quality of its programs and compliance with relevant learning objectives across all delivery methods through its established procedure for approving programs and courses. The academic departments use this consistent process for introducing new programs or courses and revising existing ones. The [Academic Policies Committee](#) evaluates and recommends policies for major and minor academic programs, approves minor changes in the curriculum, and considers major curricular changes, referring them to the Faculty Meeting with a recommendation to approve, disapprove, or with no recommendation. Examples of major curricular changes include adding or eliminating majors and minors, changes in major and minor requirements, changes in General Education requirements, changes in graduation requirements, and standards for courses and academic programs. The [Assessment](#) and [Program Review](#) committees work with all undergraduate and graduate program faculty to address learning outcomes and facilitate quality improvements to courses and programs. These standards apply across all programs, courses, and learning environments. At all locations, faculty must use the same [syllabus format](#) developed by the Faculty Meeting. Syllabi are checked every semester by the Director of Institutional Effectiveness for compliance with the shared checklist, and faculty must revise and re-submit syllabi until they are approved.

The [seven Educational Program Goals](#) for the institution apply to all undergraduate programs and are consistent across all modes of delivery and all locations. They include:

1. **Independence and Interdependence of Thought.** Students should value and develop both independence and interdependence of thought. Independence should be fostered by encouraging students to examine the consistency of their beliefs and positions, so they become self-directed and self-disciplined individuals both in the classroom and in their daily lives. Interdependence should be encouraged through the students' accountability to their own ideas, beliefs, and experiences; the academic disciplines; and the community of learners.
2. **Improvement of Communication and Critical Thinking Skills.** Instruction at Wilmington College should enable students to develop their competencies in the following areas: writing,

oral communication, reading, mathematics, computer applications, critical thinking, and library research skills.

3. **Breadth of Knowledge.** Students should be able to understand the origins, evolution, and contemporary developments that account for the world today. Toward this end, students will become familiar with the basic areas of human thought, aesthetic and creative expression, and the academic disciplines by which people search for truth, understanding, and well-being
4. **Global Awareness.** Students will realize the interconnectedness of the natural environment and the social order; will perceive the value of a peaceful and equitable resolution of human conflict; and will appreciate both the diverse cultural heritage of world civilizations and the commonalities of the human condition.
5. **Depth of Knowledge.** Students will master at least one academic discipline, including a thorough understanding of its theory, practice, strengths, and limitations.
6. **Community Service and Career Development.** Students are encouraged to perform voluntary service to the community, both during their college lives and afterward. Upon graduation, they should be qualified for a career and/or for further education. As the products of a well-rounded, liberal arts institution, they should have the capacity to adapt constructively to changing situations and environments.
7. **Respect for Self and Others.** Drawing on the traditions of Quakerism, students will consider the moral and ethical dimensions of decisions at the personal, community, and world levels. They should develop an outlook that respects others, rather than hurting or exploiting them. This outlook should also embrace a commitment to social justice, environmental preservation, and a non-discriminatory allocation of resources.

The College's General Education programming provides each student with a liberal arts education and the skills to succeed in today's world. [The purposes, content, and intended learning outcomes of the General Education program](#) are articulated in the Undergraduate Catalog. [The General Education Requirements](#) give "students a broad understanding of the world in which they live" and promote a holistic educational experience, rooted in the traditions of the liberal arts, and aligned with the College's Mission, Vision, and Core Values. Through successful completion of the General Education program, each graduate is expected to acquire [competence in five key areas](#):

1. The use of standard English
2. The use of mathematics
3. Knowledge of the world outside the United States (Global)
4. Knowledge of the basic areas of human thought and expression
5. Institutional mission and values

[These five competencies](#) function to develop students' abilities to think for and express themselves through required study of the fine arts, humanities, natural sciences, and social sciences. Further, the requirements foster students' appreciation for the Core Values of Diversity, Community, and Respect for All Persons, along with "knowledge of the world" through required completion of [eight hours of designated Global Awareness courses](#).

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1

The College's General Education programming provides each student with a liberal arts education and the skills to succeed in today's world. The [purposes, content, and intended learning outcomes of the General Education program](#) are articulated in the undergraduate catalog. [The General Education Requirements](#) give "students a broad understanding of the world in which they live" and promote a holistic educational experience, rooted in the traditions of the liberal arts and aligned with the College's Mission, Vision, and Core Values.

The Requirements include foundational student [competencies in English and mathematics](#). They also develop students' abilities to think for and express themselves through [required study of the fine arts, humanities, natural sciences, and social sciences](#). Further, the Requirements foster students' fuller appreciation for the Core Values of Diversity, Community, and Respect for All Persons, along with "knowledge of the world" through [required completion of designated Global Awareness courses](#).

The process of creating [new Articulation Agreements](#) with other institutions includes an examination of the academic preparation of students transferring to Wilmington College to ensure that they have met equivalent goals in General Education.

3.B.2

WC's General Education program, [implemented in 2013 and revised in Fall 2017](#), demonstrates how the Mission guides students' experiences and adapts to the needs of students and the institution based on assessment.

The [WC framework of educational goals](#) includes knowledge of Basic Areas of Thought and

Expression; an appreciation for the breadth and diversity of the human experience through Global Education; skill in various forms of acquiring knowledge, reasoning, and communications; and the incorporation of core values into the educational program.

The General Education framework squarely aligns with the College's extended [Mission statement](#), which seeks to “foster critical thinking, reflection, the free exchange of ideas, open inquiry, respect for all persons and a desire for lifelong learning.”

Furthermore, the framework's emphasis on the integration of skills and values mirrors the College's [Vision statement](#) to combine “career preparation with the traditions and foundational skills of the liberal arts.” Moreover, it supports an academic community that “embraces civility, respect and trust.”

The College participates in the Ohio Transfer 36 program, formerly known as the [Ohio Transfer Module](#). Implemented through the Transfer Advantage program, the policy states that “students who have been admitted to Wilmington College and have earned an Associates of Arts or an Associates of Science from a regionally accredited institution, will have fulfilled general education requirements at Wilmington College.” The College began offering the “Transfer Advantage” for students entering in fall 2018. Since then, 172 students have had their general education requirements waived due to the policy, an average of 25 students per year.

3.B.3

WC recognizes the important role of General Education in preparing students to become knowledgeable and informed citizens of a global world.

Diversity Support through Academic Programs

Through the incorporation of the [Global Awareness educational program goals](#) into specific General Education requirements, the College promotes students' appreciation for “the diverse cultural heritage of world civilizations and the commonalities of the human condition.” Undergraduate students satisfy the Global Awareness requirement by completing eight (8) credit hours of designated course work, offered throughout many academic areas, that meet specific curricular requirements. Diversity and Respect for All Persons are two of the Core Values discussed in [First-Year Experience courses](#). In addition, all students of junior or senior standing must complete a [4-hour Wilmington Global Signature course](#). The course emphasizes “understanding of the perspectives of other cultures, global issues, and the interconnectedness of the world through in-depth exploration of global topics.” Students in that course also reflect on their future roles as engaged members of a global community.

The College's new Prison Education Program will offer Inside-Out and hybrid courses to allow main campus undergraduates to interact with incarcerated peers. WC is exploring how students in the Occupational Therapy Master's program could work with incarcerated undergraduate students by forming Occupational Therapy groups in the prisons. In the spring of 2024, the Quaker Heritage Center featured an exhibit that incorporated the artwork and creations of currently or previously incarcerated people.

The College added a [Race, Gender, and Ethnicity minor](#) in the spring of 2017. The interdisciplinary program includes courses in English, History, Criminal Justice, and Religion and Philosophy. The curriculum is designed to “enlighten students not only about the lived experiences of oppressed people but also about how the very concepts of gender, race, and sexual identity have changed over

time.” The introductory course for the minor, Introduction to Race, Gender, and Ethnicity, consistently enrolls at full capacity.

Diversity Support through Non-Academic Programs

WC seeks to foster students’ deeper understanding of living and working in a multicultural world through a variety of student engagement offerings. The [Office of Diversity and Inclusion](#) (ODI) and [Center for Service and Civic Engagement](#) (CSCE) both provide students with numerous on-campus and off-campus activities that promote students’ social and cultural development. The ODI recognizes and supports the academic achievements of its diverse student body by managing the [WC Connections program](#), a mentorship program for first-year students of color.

A variety of [student affinity groups](#) provide on-campus networks for students with shared identities and promote opportunities for inclusive learning about different cultures. Community service activities also foster appreciation for the common good and the importance of social responsibility. Popular service-learning trips to Chicago, Washington DC, and Atlanta provide forums for students to learn about human diversity and civic engagement.

In August of 2022, the [College hired an administrative assistant for the ODI](#), offering advising support for WC Pride, an organization that “strives to educate others and themselves, by raising awareness about sexual and gender identities, and working with other campus groups towards eliminating intolerance and prejudice.” The administrative assistant also serves the institution as a part-time [E.P.I.C. \(Empower Prevention, Inspire Change\) Educator](#). This position assists the Director of Violence Prevention and Education in planning and implementing prevention programs on topics such as gender-based violence, resources for survivors, supporting survivors through campus disciplinary processes, rape culture, inclusive advocacy work, bystander intervention, etc. The E.P.I.C. Educator position is funded through a federal Office on Violence Against Women grant.

A student-centered E.P.I.C. event on campus called Sex Signals was held on September 25, 2023, and [served 246 out of 294 \(84%\) of new Main Campus students](#). The event featured two highly trained educators exploring the cultural messaging received among young adults about gender, sexuality, sexual health, and intimate relationships. The purpose was to examine how culture and privilege can affect unhealthy and dangerous beliefs about what is acceptable social and sexual behavior.

3.B.4

The College provides pathways for faculty and students to contribute to scholarship, creative work, and the discovery of knowledge. Annually, the College promotes student and faculty engagement in scholarship through the [Student & Faculty Research Forum](#) and the Undergraduate Research Symposium. Participation in the Forum has increased across participants, number of posters, and judges (see Table 3.1).

Table 3.1. Participation Trends in The Student & Faculty Research Forum

Year	# Participants	# High School	# Posters	# Judges
2018	97	0	49	12

2019	57	0	48	12
2021	87	0	58	N/A
2022	72	0	54	14
2023	111	8	76	20

In addition, the [Dormant Researchers Society \(DRS\)](#) was established in the fall of 2021 in recognition of the many members of the Wilmington College community whose prior research efforts have been overwhelmed by the demands of a full teaching load. The purpose of the DRS is to establish a forum for WC researchers to share their scholarship with members of the campus community and, in so doing, enhance the educational experience of students, improve the professional experience of faculty, and strengthen the bonds between members of the campus community. The DRS has provided opportunities for 17 researchers to present to the greater campus community since its inception (see Table 3.2). [Speakers](#) have included a member of the Board, five faculty members, seven students, two visiting scholars from Japan, and two graduate students.

Table 3.2. Dormant Researchers Society Presentations

Date	Speaker	Title
10/27/21	Faculty	The Mathematics of Epidemic Modeling
2/9/22	Faculty	Modeling a Rare Human Genetic Disorder Using Flies, Mice, and Structural Biology
2/23/22	Student	The Development of Micro and Macro Fluidic Devices to Probe the Gut-Brain Axis
2/23/22	Student	Photochemistry and its Applications in Sunscreens and Azides
3/24/22	Faculty	Antiwar Transnationalism: People's Diplomacy in the Vietnam War
4/20/22	Faculty	Out of the Nest and Into the World: The Social Ecologies of Teen Identities
4/27/22	Student	Composting the Middleman: Institutional Food Waste in Wilmington, Ohio
4/27/22	Student	Metal Complexes of Ligands with Pyridyl and Alpha-Hydroxy Acid Groups

4/27/22	Student	The Effects of Per-cooling on Perceived Exertion and VO ₂ max During Sub-maximal Exercise in Ambient, Temperature-Controlled Environments
4/27/22	Student	Identification of <i>Cytauxzoon felis</i> in Domesticated Feline Within the Southwest Ohio Region
10/6/22	Trustee	Compassionate Conspiracy: How Churches Responded to the AIDS Pandemic in Southern Africa (But Missed Their Chance with COVID)
1/19/23	Faculty	Some Patterns Repeating Their Own Forever
2/28/23	Visiting Scholar	Global Awareness and Peacemaking
2/28/23	Visiting Scholar	Global Awareness and Peacemaking
4/27/23	Student	Teaching Diverse Marketing: Best Practices and Implementation
4/27/23	Student	The Effectiveness of Treatments for Injuries in College Athletes
4/27/23	Student	The Effects of Ionic Strength of Salts on Dyes

The DRS also provides a workshop for faculty members and visiting scholars to share their scholarly endeavors with the College. The Harcum Art Gallery regularly showcases artwork produced by faculty.

The [new Center for Teaching Excellence](#) (CTE), which was established in Fall 2023, supports faculty in the scholarship of teaching and learning. Staffed by a faculty member with a background in curriculum and instruction, the [CTE](#) strives to promote “excellence and integrity in the design and delivery of learning experiences” and scholarly teaching. In Spring 2024, the Director of the CTE began work on a program called [Students as Pedagogical Partners](#) that offers faculty the opportunity to partner with students in order to collect formative feedback. The approach is modeled after a framework by Cook-Sather, et al., called *Engaging Students as Partners in Learning and Teaching*.

For faculty, the College grants approximately five sabbaticals a year, budget permitting. In addition, faculty members receive [\\$600 annually for professional development](#) (conference attendance, research materials, etc.). Faculty works are published or presented in several different forms, including textbooks, peer-reviewed journal articles, art shows, theater productions, and presentations at conferences. Scholarship, creative work, and the discovery of knowledge are recognized in the annual faculty evaluation process and the promotion and tenure process. Faculty members frequently include information about their research agendas and publications in their biographies or curriculum vitae (CV) on the College’s website and documented [through the Library](#). Faculty submit their CVs each year as a part of the annual review process.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3.C.1

Proceeding from the Core Value of Diversity and [commitment](#) to “create a supportive environment for all who work and learn at Wilmington College,” the [Board of Trustees charged the President](#) (Goal 8) to implement hiring “policies ... that will contribute to increasing the representation of qualified ethnic, racial, and other underrepresented people within the College community.” The College’s employment policies, including the Non-Discrimination Statement, are discussed in the section on Core Component 2.A.2.

Wilmington College (WC) hires most staff members from the community in and around Clinton County, Ohio. WC does employ online adjuncts from across the United States. [Clinton County is demographically homogenous](#), with approximately 94% of the population identifying as Caucasian. The County’s population is approximately 50% female and 50% male.

As of WC's most recent [report on employee demographics to the Integrated Post-Secondary Education Data System](#) (IPEDS), faculty and staff diversity reflects modest differentiation from that of Clinton County, as noted in the table below. Of 56 full-time faculty, including tenured, tenure-track, and non-tenure track faculty members, 5 (9%) identify as other than white, 28 (50%) identify as female and 28 (50%) identify as male. Of 121 full-time, non-instructional staff members, 19 (16%) identify as other than white, 68 (56%) identify as female and 53 (44%) identify as male (see Table 3.3).

Table 3.3. Diversity Comparison of Clinton County to WC Faculty and Staff

Demographics	Clinton County	WC Faculty	WC Staff
Male	50%	50%	44%
Female	50%	50%	56%
Non-white	6%	9%	14%
Caucasian	94%	91%	84%

The institution is committed to running open searches aimed at attracting qualified and diverse applicant pools. Wilmington College recognizes the importance of a diverse workforce and has established processes for recruitment advertising and hiring processes that support its stance on equal opportunity. [The Human Resources Position Requisition, Recruitment, and Hiring Guide](#), approved by the President’s Council in 2021, guides the make-up of search committees and strategies for increasing the diversity of candidate pools. Search committees should “strive to make the membership diverse” or include the Director of Diversity and Inclusion.

In the fall of 2023, four out of nine faculty hires (44%) were individuals originally from countries outside of the United States, including the College's first J1 Visa sponsorship.

The College also has strong gender diversity among its administration. The Board has recently appointed two female interim presidents and one seated president, the first in the College’s 153-year history. Four of the seven College vice presidents are women and three are African American.

3.C.2

Wilmington College has sufficient numbers and continuity of full-time faculty to provide high-quality instruction and fulfill its various non-classroom roles effectively.

Instructional Roles of Faculty

The numbers of faculty in total and by ranks/categories are stable and appropriate to the 1:13 faculty-to-student ratio published on the website and in the [Fact Book](#). The faculty handbook states regarding [workload](#) that “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.” The College effectively manages its policy on overloads, which restricts faculty to a maximum of 16 hours per semester unless authorized.

See Table 3.4 for a summary of faculty types across locations and modalities for AY22-23 and AY23-24.

Table 3.4. Total Number of Faculty by Type Across All Locations and Modalities: Full-time, Adjunct, and Staff Instructors

Faculty	AY 2022-23	AY 2023-24

Full-time	56	59
Adjunct	44	43
Staff Instructors	23	22

New programs, like the Master of Science in Occupational Therapy (MSOT) and Prison Education Program, have [proformas](#) that accommodate for growth in the program, adding faculty positions when enrollments hit specific faculty-to-student ratio benchmarks. For example, the MSOT faculty has grown from 3 to 5 members based on growth in enrollment. Initiatives at the level of minors and concentrations are sometimes built around making the best use of available faculty strengths while enabling the hiring of new faculty to fill gaps. The recently signed three-year contract with [Rize Education](#) to develop cost-effective incubator programs in key areas of job-market growth is an effort to build programs of interest to students that will acquire their own faculty as the programs grow.

Data were presented at the February 2023 Quarterly Board meeting from a 2022 study by [Gray Associates](#) in response to concerns about how to increase revenue generation. Data tables in the report show how academic programs are staffed, and that they are, indeed, appropriately staffed and economically efficient. [Program Review](#) includes assessment of human resources within an academic program, which represents a mechanism for identifying inadequate staffing resources. Those reports are sent to the VPAA, CFO, and President for budget and planning purposes.

Adjuncts are hired and supervised by Area Coordinators. Whenever possible, vacant positions are filled by a full-time visiting professor.

The College's membership in several consortia, including the [Greater Cincinnati Collegiate Connection](#) (GC3), Strategic Ohio Council for Higher Education (SOCHE), and Lower Cost Models for Independent Colleges (LCMC), provides course-share resources.

Non-Classroom Roles of Faculty

Faculty members play a major role in College governance, especially through committee work, as discussed in greater detail in Core Component 5.A.1. Committee membership is based on faculty preference, and final assignments are made by the VPAA and the Conveners of the Faculty Meeting. An informal policy of serving on two minor or one major committee is longstanding, though many faculty serve on multiple committees.

The Academic Policies Committee, Assessment Committee, and Program Review Committee meet regularly and report to the Faculty Meeting, through which the College's faculty participate in shared governance.

3.C.3

As the [Faculty Handbook](#) states, "The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, the institution gives primary consideration to the highest earned degree in the discipline or subfield." In addition, the institution seeks "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.”

WC verifies credentials for all instructional faculty, including full-time, part-time, and adjunct faculty, and identifies qualified faculty members according to its [Faculty Credentialing Policy](#). Included in the Faculty Handbook, this policy establishes qualifications for “initial appointment to academic ranks.” [Verification and documentation of academic credentials](#) rests with the academic administration while determinations regarding initial appointment to academic rank rest with the President, in consultation with the academic administration. Required documentation kept in each faculty member’s personnel file includes an official academic transcript of highest degree earned, current resume/CV, and a Verification of Faculty Credentials Form completed by the VPAA for faculty and the Area Coordinator for adjunct faculty.

Wilmington College does not participate in any dual-credit programs.

3.C.4

Wilmington College regularly evaluates all instructors through an inclusive process involving an annual self-evaluation report, student evaluations, and peer observations.

The Faculty Handbook outlines expectations for faculty performance and the procedure for faculty evaluation. The evaluation process involves three major components:

1. [Evaluation by students](#)
2. [Unit evaluations and classroom visitations](#)
3. [Annual Faculty Activity Report](#)

WC developed its own instrument for student course evaluations, delivered electronically by the Director of Institutional Effectiveness at the end of each semester. For all faculty, regardless of rank and tenure-track or non-tenure track status, [student course evaluations are completed for every course for the first five years and once every academic year thereafter](#), or more as desired by the faculty member.

All faculty of any rank, tenured or non-tenured, are evaluated by a peer annually. [The Peer Evaluator observes a class and writes a report shared with the faculty member](#). 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.

Faculty submit an annual report to the VPAA that addresses performance in teaching, scholarship, and service. In designated years, the faculty member submits a “[long form](#)” self-evaluation, consisting of narrative and evidence files, whereas in other years, faculty submit “[short form](#)” self-evaluations, consisting of a cover letter and updated curriculum vitae.

As outlined in the Faculty Handbook, tenured and tenure-track faculty have [three general expectations](#) for promotion and tenure purposes: teaching, scholarship, and service. The Tenure, Promotion and Review (TPR) Committee [evaluates](#) all faculty seeking tenure and promotion across those expectations.

3.C.5

The [Instructional Development and Resources Committee](#) (IDRC), a constituent committee of the Faculty Meeting, is “responsible for the broad area of all instructional resources.” In addition, the newly established Center for Teaching Excellence offers regular opportunities for instructional development and support.

The institution supports faculty [continuing education and professional development](#) through funding and programmatic endeavors. As stated in the Faculty Handbook, “Wilmington College seeks to help faculty and administrators grow professionally and develop new skills that add to the effectiveness of the overall College program... Each faculty member is entitled to at least a basic level of support (\$600) per year to cover expenses in attending professional meetings or other professional development activities.” Also, starting in 2021, the IDRC began offering \$500 [Exemplary Course Awards](#) to faculty. The award recognizes exemplary course design in online, hybrid, and face-to-face classes. All full-time and part-time faculty are eligible to enter.

Professional development opportunities are also offered at faculty workdays, held annually in January, May, and August. For example, [faculty receive updates](#) regarding the use of new software and technology (such as Blackboard Ultra, the Jenzabar One Retention Module, and Quality Matters), hear presentations by staff from Institutional Effectiveness, participate in advising training, or receive information from outside experts.

Sabbaticals are another avenue for professional development. As explained in the [Faculty Handbook](#), “After every six-year period of full-time service, any full-time faculty member, whether or not on the tenure-track, is eligible for sabbatical leave. Applications for sabbatical must include an outline of a project that contributes to the faculty’s teaching mission at WC and reflects relevant work in his or her discipline. Sabbatical leaves are granted for one semester at full salary or for one year at half salary. At the conclusion of the sabbatical leave experience, [a report is to be submitted to the Academic Dean/Dean of Faculty indicating the results](#) of the sabbatical leave, primarily emphasizing the value of the sabbatical leave to the faculty member’s research, teaching, and professional development.”

The College’s participation in consortia, such as the Strategic Ohio Council for Higher Education (SOCHE), the Greater Cincinnati Collegiate Connection (GC3), and other professional organizations also provides faculty with reduced-cost opportunities for professional development. The Ohio College Teaching Consortium provides access to an [inclusive teaching endorsement](#) that several faculty have completed.

3.C.6

[According to the Faculty Handbook](#), “Faculty responsibilities include teaching, advising, committee work, and participation in faculty and Academic Area meetings and activities.” All faculty are expected to hold “[o]ffice hours sufficient to accommodate student contacts (a minimum of five hours per week)” and office hours “should be posted and observed.” Since the COVID pandemic began in 2020, laptops have been provided to all faculty and staff to facilitate remote access. [The faculty evaluation process](#) considers performance “as a faculty advisor, including availability to advise students and accuracy of advice” as evidence of effective general service to the College. According to the fall [Student Satisfaction Survey](#), 82% of students (102/125) indicated they were “satisfied” or “very satisfied” with the availability of faculty outside of class.

All faculty meet one-on-one with students for [advising](#) at least once per semester, focusing on course registration and career planning. Some programs provide additional one-on-one supervision or

instruction (e.g. student teaching in the Education program). When necessary or mutually desirable, faculty members conduct independent studies or courses by appointment.

Students also interact with faculty through service-learning projects, co-curricular organization activities, volunteer activities, campus events, governance committee work, shared research projects, and work-study assignments. Faculty serve as advisors for student organizations and travel with students to locations inside or outside the country for College coursework or co-curricular activities. Adjunct office suites in several buildings around campus enable adjuncts to be accessible to students.

Instructional technologies including Blackboard Ultra and Zoom facilitate electronic communications between faculty and students.

3.C.7

WC has highly qualified staff who provide student support services. Student support services occupy many offices, under the purview of both Academic Affairs (Student Resource Center, Disability Services, Watson Library, Academic Records) and Student Affairs (Career Services, Health and Counseling Services, Housing and Residence Life, Center for Service and Civic Engagement, Campus Safety, Athletics, and the Office of Multicultural Affairs).

The Financial Aid Office staff maintain memberships in both [NASFAA – National Association of Student Financial Aid Administrators](#) – and [OASFAA – Ohio Association of Student Financial Aid Administrators](#). The U.S. Department of Education requires schools to meet administrative capability standards that include adequate staff, training, and technology resources. The college has provided a travel/conference budget that allows staff to attend training as well as a membership budget that allows staff to be members of financial aid related organizations. Financial Aid Office staff attend the U.S. Department of Education’s annual Federal Student Aid Training Conference and use the Federal Student Aid Training Center as well as ED publications like the FSA Handbook, Electronic Announcements, and Dear Colleague Letters. Staff attend NASFAA conferences/webinars, listen to their Off the Cuff Podcasts, and read their daily newsletter. Staff also attend conferences, brown bag lunch webinars, and drive-in workshops offered by OASFAA.

The Director of Counseling Services is a licensed mental health counselor with a master’s degree in counseling and human development. The Health and Wellness Center staff also includes a second licensed professional counselor who is an Ohio-licensed social worker, a full-time registered nurse, and a part-time physician.

Within Academic Affairs, the Writing Center and Math Center are both directed by full-time faculty members with doctoral degrees. The manager of the Student Resource Center and the Director of Disability Services have master’s degrees appropriate to their responsibilities.

In Student Affairs, the Associate VP for Student Engagement has a doctoral degree. In addition, the following positions are held by those with master’s degrees: Director of Diversity and Inclusion, Director of Housing and Residence Life, Director of Athletics, and Director of Career Services and Workforce Development. The Athletic Director has been an active leader in the NCAA, also named chair of the Athletics Council of the Ohio Athletic Conference in 2023. For the 2022-2023 academic year, the Director of Career Services served as President of the Ohio Career Development Association, which includes over 160 academic institutions across the state.

Regional consortia including GC3 and SOCHE offer professional development for student support

staff. Through SOCHE, staff and administrators serve on regional committees on retention, student support services, disability services, and career services. Established in the fall of 2023, the College's new [partnership with Ed2Go](#) as its choice credentialing platform offers staff access to thousands of high-demand trainings and certifications for students and working professionals.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1

Wilmington College (WC) is committed to connecting students to support services specific to their diverse needs. The Office of Student Affairs, led by the Vice President and Chief Student Affairs Officer, provides those [support services typically found on a residential, primarily undergraduate campus](#). Such services include housing and residence life, health and counseling, career services, campus public safety, campus ministry, service and civic engagement, and diversity and inclusion services.

Residential students, who make up 70% of the total enrolled, are supported by 27 Resident Assistants and Community Advisors, supervised by 3 student Head Resident Assistants and 3 full-time, adult Professional Staff. The Professional Staff rotate to provide 24-hour emergency response. Resident Assistants and Community Advisors are upper-class students selected through a competitive application process. They receive [extensive leadership training](#). In addition, they help to resolve roommate conflicts and address student behavioral issues to support social responsibility among all residents.

Unlimited medical and mental health services are provided free to all Wilmington College students through the [Health & Wellness Center](#). The Center offers access to a Medical Clinic, staffed by Nurse Practitioners; a Physician Clinic, staffed by the College Physician; and Mental Health Counseling, staffed by two counselors, including a state-licensed independent Professional Clinical Counselor. The College offers free Wellness programs that promote physical health and stress management, like the [QuakerFit program](#), which provides fitness and wellness classes free-of-charge for the WC Community.

For the student population facing insecurity around food and other personal items, the institution established the [Quaker Cupboard](#) (QC) in 2020 to “provide students in need with such items as toothpaste, mac-n-cheese and paper towels as they endeavor through living and learning on campus in the midst of a pandemic.” Demand for QC support has grown significantly since its inception. The number of students served increased 177% and orders fulfilled increased 236% between 2022 and 2023. The QC is funded by donations from the community, alumni, and current employees (See

Table 3.5).

Table 3.5. Quaker Cupboard Impact by Semester

Semester	Unique Number of Students Served	Total Number of Orders
Fall 2020	42	66
Spring 2021	73	84
Fall 2021	66	132
Spring 2022	67	125
Fall 2022	71	127
Spring 2023	77	162
Fall 2023	126	300

The Director of [Career Services and Workforce Development](#) provides opportunities for students to develop skills for their careers, including internship and job support, resume reviews, mock interviews, and other professional development workshops. At least two career fairs are held each year in the Fall and Spring semesters.

The [Student One Stop \(SOS\) Center](#) assists students, parents, faculty, and staff in completing administrative and financial tasks such as obtaining financial aid information, applying for education loans, making loan payments, registering for classes, requesting a change of major, or cashing a check. The SOS is centrally located in the Pyle Center, making it accessible to students.

The office of Campus Safety provides security for campus students, buildings, and grounds.

Many of these institutional support services are enhanced through state and federal grants, including:

- A [\\$1.9 million grant](#) from the Title III Program of the federal Department of Education to improve retention through development of a Student Success Center. The grant-funded program provided support to at-risk students facing academic difficulty or on probation.
- A [\\$119,000 grant](#) from the Ohio Attorney General’s Office to address 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. The funds support a full-time survivor advocate and a half-time Title IX assistant. The grant also funds programming to raise awareness of sexual assault survivor services and a sexual assault hotline staffed by students who have received training in sexual assault response.
- A [\\$93,276 grant](#) from the Ohio Department of Higher Education for mental health services for FY 2023-24 and FY 2024-25. Funds are intended to increase campus-wide knowledge and awareness of care options, increase the availability of care options, remove barriers to care

options, and be leveraged to create long-term sustainability on campus and support collaborative, community-based programs and initiatives. A total of 500 licenses for the CALM app was purchased in Spring 2024 for student use. In addition, a part-time counselor will be hired to provide an additional 20 hours a week of mental health services, and the College will purchase Mental Health First Aid materials to use in training students, faculty, and staff.

3.D.2

WC students are supported by a range of facilities and services as they advance through their academic careers. The [First Year Experience course](#), required for all first-year students during the fall term, provides instruction, resources, and support to assist first-year student adaptation to college life and the academic rigors of the undergraduate curriculum. The course typically incorporates a common text, introduces students to the College's Quaker history and values, and devotes time to instruction around academic integrity, academic planning, and skills development necessary for academic success at the College. The [Quaker Compass program](#), which includes the First Year Experience course discussed above, provides an integrated new student orientation.

The Student Resource Center (SRC) is a constellation of support services that include the Math Center, Quaker Writing Center, and both personalized tutoring and group-study activities around selected courses. Both undergraduate and graduate students can schedule tutoring appointments or reserve group study spaces online. According to the Fall 2023 [SRC Report](#), the number of students served through subject-specific tutoring was up 62% from the previous fall semester. In addition, the number of courses offering subject-specific tutoring was the highest since 2019. In the late spring of 2024, the College will join the Ohio eTutoring Collaborative. Through the Collaborative, the college will share tutoring services with 33 other institutions. This option increases accessibility for commuter students and those in online programs.

The Quaker Writing Center (QWC) supports the Writing in the Disciplines (WID) program and General Education courses. The QWC supports all WC writers, including online students and graduate students, throughout the writing process and offers three appointment styles: in-person, video conferencing, and email. In 2022-23, the Writing Center held 511 appointments for students. The Writing Center is directed by an Assistant Professor of English, who also provides specialized training to the writing tutors.

[Supplemental Instruction](#) (SI) involves trained students assigned to a course section to provide additional support through group tutoring. SI has been available since Fall 1995. On average, the program serves 125 unique students in 16 courses each semester.

WC has established placement practices and provides remedial education in writing and math. Based on data provided by the Director of Institutional Effectiveness showing that approximately 70% of students placed into EN100 Writing I (Basic Composition) were receiving As and Bs (and hence were probably underplaced in the developmental writing course), the English program redesigned placement. This modification reduced the number of sections offered in the Fall from nine to four, even though class size was lowered to 12 in recognition that these students have the most need for close instruction. Instead of merely using ACT scores, the [new placement system](#) uses an algorithm based on high school GPA and ACT scores for English and Reading, as well as an additional timed writing exam to assess writing ability and reading comprehension for students who are difficult to place and/or do not provide ACT scores. This exam is evaluated by two English professors, with a third reader in case of disagreement, and students are then placed by full-time English faculty into appropriate Composition sections. Faculty are trained to consider African American Vernacular

English and English as a Second Language issues that might lead to students being incorrectly underplaced.

Historically, the Math Department has placed students in their introductory math courses based on ACT scores in math. However, in recent years, the number of students entering Wilmington College without ACT scores has been on the rise. In response to this increase, the Area Coordinator and Vice President for Academic Affairs in 2023 worked to develop a better process for placement. The first iteration involved using the Accuplacer test. This test was administered by the Student Resource Center in the spring of 2023 and fall of 2023 for students who did not have ACT scores reported to Wilmington. After one year of using Accuplacer, the administration observed there was insufficient differentiation in the data for appropriate student placement into the institution's four different levels of introductory math. In response, the Area Coordinator for Math and the Natural Sciences worked with math faculty to develop a new system. We expect that this institutionally developed placement test, administered by the Student Resource Center for the first time in the spring of 2024, will result in sufficient differentiation to improve student placement into introductory-level math classes.

[The Office of Accessibility and Disability Services](#) receives, reviews, and coordinates accommodation requests from students with documented disabilities to “ensure that disability will not be a barrier to equal opportunity or access to educational programs and services.” According to IPEDS data, 9% of all undergraduate students enrolled during Fall 2022 were formally registered as students with disabilities ([IPEDS Institutional Characteristics report](#)).

Two [grant-funded](#) Student Success Coordinators provide support to students in academic difficulty. The Success Coordinators employ proactive strategies to improve student success, including tailoring a college success course to at-risk students (ID100 Syllabus), working with math faculty to develop online instruction for math remediation, and collaborating with athletic coaches and faculty to identify other areas for intervention.

The Watson Library provides easy access to a variety of texts and materials to support the success of both graduate and undergraduate students. Using state-wide consortiums such as the Ohio Library and Information Network (OhioLink) system, Ohio Private Academic Libraries (OPAL), and local materials, students have access to over 25 million texts to support their learning and research. In addition to journals, the library provides graduate programs with customized, [online “LibGuides,”](#) to provide students with search tools, APA formatting guides, and graduate program-related website links.

3.D.3

Academic advising is coordinated by the Office of Academic Affairs. Undergraduate students both on the main campus and in the online program are primarily advised by full-time faculty representing the student's major academic program. Undecided students are noted as such and assigned to an Area Coordinator for advising. Undergraduate and graduate advisors are available to students throughout the semester and meet each semester with advisees before course registration opens for the subsequent semester. All advisors are given an [Advising Guideline by the Office of the Registrar before course registration](#).

Upon admission to the MSOT and MSAT graduate programs, students are matched with a faculty mentor for advising throughout the program. [Students and faculty mentors meet at least once per semester](#) to reflect on students' professional behaviors, generate academic and career goals, and discuss academic progress. For the MOL, students are advised by the graduate program director.

All undergraduate and graduate students have access to many advising tools to assist them in achieving timely graduation, available through the WCPortal system. During Student Onboarding And Registration (SOAR) prior to new student orientation, faculty advisors meet with new first-time and transfer students to introduce the WCPortal system. Through the WCPortal, students have access to a [Degree Audit Summary](#), which helps students and their advisors track progress toward degree completion.

In addition, upper class undergraduate students and their advisors are provided a [Status of Degree Requirements report by the Office of the Registrar](#) that provides a summary of degree requirements completed and required for completion. Another tool available within the WCPortal system is the [planning calendar](#), which allows students to add courses to a weekly calendar, exploring various sections and course combinations. Students can use the calendar to build a tentative schedule and request course approvals or permissions. The calendar tool will identify course time conflicts, unmet prerequisites, or sections closed due to capacity.

Faculty advisors are informed through the J1 Early Alert function of Jenzabar of all academic difficulty referrals for their advisees. Advisors are asked to contact the student and discuss plans for improving academic performance or dropping a course before the final drop date. Students on academic probation meet with a Student Success Center team member regularly throughout the semester to monitor progress and provide necessary support.

3.D.4

The Vice President of Information Technology and Operations (VPITO) oversees both the Office of Information Technology (IT) and Physical Plant operations. The VPITO directs IT to provide the technology, tools, and services needed for all students, faculty, and staff and consults on all new campus construction as well as renovations, to ensure that both digital and physical resources can support current effective teaching and learning.

Technological Infrastructure

A significant investment was made in 2023 to deploy 446 [Wi-Fi Access Points](#) campus-wide to eliminate the requirement of plugging in network cords and to provide access for all student, faculty, administrative, and guest devices at any location campus-wide, including most-used outdoor spaces. This upgrade allowed for all spaces within the Wi-Fi range to support teaching and learning, including auxiliary spaces like the Academic Farm.

In addition, to support remote and hybrid learning during the COVID-19 pandemic, the College acquired ten [Distance Learning Kits](#) before the Fall 2020 semester and installed them in re-purposed spaces and multiple instructional spaces in the College's historic buildings. Along with [Zoom licenses](#) and upgrades to the College's [Fiber Internet Access](#) (FIA) capacities, the Kits enabled the College to maintain academic operations throughout the pandemic and continue to support online and hybrid learning today.

Academic Farm and Equestrian Center

[Wilmington College's 267-acre Academic Farm](#) provides daily opportunities to enhance experiential learning. The living laboratory features two orchards, raised vegetable gardens, livestock, modern farm technology and equipment, and the largest living crop museum east of the Mississippi—one of the most diverse collections of agricultural plantings in the United States. Agriculture program

faculty leverage the Academic Farm and its resources to provide students with transformative and immersive learning experiences.

The Academic Farm includes the Equine Center, a 72-by-328-foot barn with 24 horse stalls, paddocks, tack rooms, and other equine amenities. Courses are taught at the Center in conjunction with the Equine Business Management program. The equestrian team competes at an adjacent outdoor arena and a 72-by-152-foot indoor arena with an observation deck.

The administration, led by the Office of Advancement, has developed plans for a [new Livestock Pavilion on the Academic Farm](#). The proposed Pavilion will be adjacent to the existing arena, stables, and riding ring. It features two large indoor and two outdoor classrooms, a state-of-the-art laboratory, an atrium for studying or gathering, a media “crow’s nest” center, and several professional office spaces. The attached 120-by-240-foot livestock arena will be large enough to host, among other events and laboratory activities, the College’s celebrated Aggies Livestock Judging competition, which regularly attracts 1,600 or more high school and FFA students. An additional 17 new stables will accommodate the institution’s award-winning and expanding equestrian team. Finally, with several outdoor community gardens and research plots, this complex will integrate the diverse agricultural settings required for WC’s broad range of concentrations. The Wilmington College Livestock Pavilion project is estimated to cost \$5.4 Million.

Learning Spaces

In January 2022, Wilmington College completed a [new Occupational Therapy \(OT\) facility](#) and lab in the Center for Sport Sciences (CSS) to accommodate the OT graduate program. The facility includes classrooms; multiple offices; conference rooms; a lounge area; a full kitchen lab; and a simulated apartment, complete with a bed, washer/dryer and full bathroom. The CSS received a 2016 Citation Award from the American School and University magazine based on the building’s design, functionality, and aesthetics. Four medical offices share space in the CSS, including Beacon Orthopedics and Sports Medicine, Drayer Physical Therapy Institute, Chiropractic Care of Cincinnati, and Clinton Memorial Hospital.

The largest academic building is the Center for the Sciences and Agriculture (CSA), which opened in Fall 2016. The 47,500 square-foot building features 10 modern classrooms; 10 laboratories that support the Chemistry, Biology, Math, Physics, and Agriculture programs; two 100-seat lecture halls; and 30 offices. The CSA has received Gold LEED certification as an environmentally friendly building.

Bailey Hall was last renovated in 2015 and features 12 faculty offices, four modern classrooms, and a conference room. Additional construction to improve the lower level will begin in Summer 2024. Updates will include an accessible entryway and ramp, a student lounge, more faculty offices, and conference space. [Design renderings provided in 2020 by MSA Designs](#) are guiding the renovation project, expected to cost about \$260,000.

The [Boyd Cultural Arts Center](#), renovated in 2005, features one 24-seat classroom, two 40-seat classrooms, an electronic keyboard classroom for 13, a seminar room, and seven offices. It also houses the 425-seat Hugh Heiland Theatre, Harcum Family Art Gallery, T. Canby Jones Meetinghouse, and Meriam R. Hare Quaker Heritage Center. Besides classrooms, the academic wing includes a music rehearsal space, conference room, lounge area, and storage areas. Additional art studio space is located at the college farm adjacent to campus.

The [Peace Resource Center](#) (PRC), which has a unique archive of materials related to the bombings of Hiroshima and Nagasaki, is open to students, faculty, and staff. The PRC's non-violence, social justice, and global peace programming, as well as the priceless archive and collection of historical documents, make it a unique educational space that promotes and affirms peace as a Core Value.

[The Sheppard A. Watson Library underwent renovations](#) beginning in Fall 2023, including an accessible entryway, modern classroom and study spaces, and a physical home for the Center for Teaching Excellence. The Library website features access to 304 databases. The College is also a member of OhioLINK, which provides access to 121 college and university libraries. In 2022, students at member libraries downloaded more than 18 million E-books and 15 million electronic journal articles. The College also is a member of the Ohio Private Academic Libraries (OPAL) network and enjoys a partnership with the Wilmington Public Library.

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3.S - Criterion 3 - Summary

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

Summary

3.S

Wilmington College (WC) maintains rigorous academic standards and differentiation in learning goals across its various educational offerings, ensuring quality education in alignment with higher education expectations. Courses and programs are periodically reviewed and updated by the Academic Policies Committee, ensuring currency and relevance. Undergraduate and graduate programs have specific requirements detailed in their respective catalogs, with structured assessments for student performance. The College articulates distinct learning objectives for different levels of education, reviewed annually by faculty for rigor and appropriateness. The College's programs are consistent across all delivery modes and locations, maintaining high standards through an established approval and revision process for courses and programs.

The General Education program, central to the institution's mission, imparts broad knowledge and intellectual concepts, developing skills crucial for a multicultural world. The curriculum integrates core values of diversity, community, and respect for all persons, preparing students for global citizenship and diverse professional environments. Faculty and students engage in scholarship and creative work, contributing to knowledge discovery, supported by forums like the Student & Faculty Research Forum and the Undergraduate Research Symposium.

WC possesses a qualified and diverse faculty and staff, committed to effective teaching and comprehensive student services. Recruitment policies aim to increase representation from underrepresented groups, reflecting the College's dedication to diversity and inclusion. The institution ensures that instructors meet high qualification standards, regularly evaluating faculty performance and supporting their professional development. Staff members providing student support services are also appropriately qualified and receive continuous professional development.

The College's infrastructure and resources, including technology, laboratories, libraries, and other facilities, support effective teaching and learning. Student support services cater to diverse student needs, encompassing health, counseling, career services, academic advising, and extracurricular activities. Staff and faculty members in various roles are suitably trained and supported in their professional development.

Sources

There are no sources.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

Argument

Wilmington College (WC) recognizes that the quality of educational programs and support services depends on effective evaluation and assessment. The College has clear policies and procedures to ensure ongoing evaluation and improvement of its educational programs, learning environments, and support systems. The cycle of institutional review and assessment processes can be seen in the [Timeline for Program Review and Assessment of Programs, General Education, and Co-curricular](#). The [College's Institutional Assessment Plan](#) guides academic and co-curricular assessment processes. Since the last HLC visit in 2017 and interim reporting in 2019, the institution has continued to refine processes for accountability and improvement, making important changes to program review, assessment procedures, and co-curricular assessment.

4.A.1

WC's program review processes have changed in the last five years to improve alignment with the College's budgeting and strategic-planning processes. Despite changes in the program review procedures and timelines, academic programs have completed reports regularly and on time, with 100% compliance, and these reviews have produced information the College has evaluated and acted

upon. Improvements to technological infrastructure as a part of the Title III grant enabled WC to provide consistent documentation of reporting and recommendations, following through on recommendations from HLC in their 2018 report and interim monitoring.

Until 2020, programs regularly followed a five-year program review cycle; however, following the President's departure in June 2020, the Interim Vice President of Academic Affairs (VPAA) led a thorough review of all academic programs in 2020-2021 to provide information for the incoming President to structure a strategic plan. This academic [program review](#) process followed best practices and was based on the Dickeson model. These reviews were robust, incorporating programs' connection to the Mission; external market research; internal analytic data; information from annual assessment of student learning; and data on retention, persistence, and graduation. Programs used this review data to create proposals for the WC RISE Strategic Plan of 2021. Please see examples of WC Strategic Academic Reviews by [English](#), [Communication Arts](#), and [Criminal Justice](#). All academic programs regardless of location submitted their reviews in May 2021; the reviews were taken up by the Strategic Planning Committee during Summer 2021, and suggestions were incorporated into the [WC RISE Strategic Plan](#) later that year. During the Fall 2022 term, the Academic Affairs Office undertook a comprehensive review of all submitted program review documents; the VPAA met with all programs to discuss results, which were [documented and developed into continuing action items](#), some of which, like the development of an Esports minor and the Prison Education Program, have been enacted.

In AY 2022-23, the Program Review Committee worked on adjusting program review processes to better align with the college's budgeting and planning cycle. The biggest changes were instituting [annual short-form](#) program review reports and changing the reporting deadline from January to December to better fit with the budget-planning cycle.

The [Academic Program Review Resource Manual](#) was presented to the Faculty Meeting, approved in February 2023, and modified and updated in [September 2023](#), and a [six-year rotation](#) for [long-form](#) program review reporting was established. This Manual provides a detailed summary of the institution's annual program review process. The Program Review Committee, an elected faculty committee, is charged with facilitating a comprehensive review process for all undergraduate and graduate academic programs, including concentrations, licensures, special programs, and certificates. It is the primary method by which faculty and administration can engage in sustained dialogue regarding academic programs. The [objectives](#) of the program review process at WC emphasize the use of agreed-upon action plans for further development of the academic program, examination of resources, and academic and general performance measures of the program.

Appendix 1.4 of the [Faculty Handbook](#) (p.119) describes the scope and responsibilities of academic programs and assigns responsibilities to the constituent committees: Area Coordinators, the Academic Policies Committee, the Assessment Committee, and the Program Review Committee. Program Review Committee facilitates distribution of information about review criteria to the relevant Area Coordinator. The Office of Institutional Effectiveness (OIE) provides standardized data to guide the review process. Academic programs (including General Education, Writing in the Disciplines (WID), Global Education, and Honors) undergo a major review every six years. To help programs prepare for the longer six-year review, all academic programs conduct a short-form review annually. All program review reports (both short and long) are due on December 15. Since 2020, 100% of all academic programs turned in program review reports for every reporting cycle. Long-form program review reports are discussed at [Faculty Meeting](#) and forwarded to the VPAA, the Chief Financial Officer (CFO), and the President, enabling the executive administration to incorporate

program needs into the college's budgeting process. These offices also provide a written response for programs. As an example of this cycle, see the [History program's long-form report, discussion at Faculty Meeting](#), and report of the [meeting with VPAA, CFO, and President](#). The College is thoroughly documenting its reporting and recommendations, a suggestion from HLC during their most recent site visit and a focus of the College's 2019 interim reporting. The [program review graphic](#) illustrates the nature of this cycle.

[The Academic Affairs Standard Operating Procedure](#) outlines the role of the Office of Academic Affairs in the program review process. Per the Standard Operating Procedure, the Office of Academic Affairs maintains a [verification matrix](#) to track outcomes for each program under review. The matrix tracks receipt of each report submitted by the Program Review Committee; administrative review with the Academic Director; and outcomes, themes, and priority areas of focus as discussed with program staff and faculty. The Office of Academic Affairs uses the strategic plan to guide review processes and to inform the annual [Academic Agenda](#) and makes budget recommendations within the cycle of institutional budgeting.

The College's program review process has been effectively incorporated into the strategic planning and budgeting processes to make it easier for the institution to act on the information provided by academic program reviews in a timely manner. For example, the 2021 Communication Arts WC Strategic Academic Review identified a clear programmatic need that resulted in the development of and funding for a Multimedia Technology Lab, active for the start of the Fall 2022 Term (p. [14](#), [33](#)). The [WC RISE Strategic Academic Review for English](#) proposed as a key initiative reviving the College's Prison Education Program, and the Prison Education Program Proposal was approved by HLC in December 2023.

Under the system of program review used until 2020, the campus-wide strategic academic review of 2021, and the modifications made to program review adopted in the fall of 2023, program review at WC incorporates the results of academic assessment of student learning outcomes; SWOT analysis; information and evaluation of credit hour production; physical and personnel resources; and budgeting. The assessment of student learning that programs report annually in the fall feeds into and contributes to the larger analysis of programs' quality and resources provided by program review. Overall, WC has conducted program reviews thoroughly and regularly, and it has improved its program review processes to make it easier for the institution to act on the information in a timely manner.

4.A.2

WC carefully evaluates credit transcripts, and its policies are clearly presented in the [Catalog](#). Credits acquired through Advanced Placement (AP) and CLEP tests are accepted based on recommendations from the American Council on Education and evaluated by the appropriate academic Area Coordinators. Area Coordinators also evaluate transfer coursework to ensure consistency.

The College's policy on experiential learning is stated in the [Catalog](#), which notes, "Students applying for Experiential Learning credit develop a portfolio which is evaluated by a portfolio assessment committee. The portfolios and recommendations are then reviewed by the Vice President, Chief Academic Officer/Dean of Faculty for final approval." The VPAA 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; students can receive a maximum of 15 hours of experiential credit. In fact,

the College rarely receives requests for credit for experiential learning: no portfolios were evaluated by the VPAA this year, and only 2 have been evaluated since 2020.

4.A.3

WC has clear and effective policies on accepting transfer credit. As stated in the [Undergraduate 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 Assistant Registrar coordinates transfer evaluation, and the appropriate Area Coordinator or designee determines whether the credits should transfer as specific courses or as electives. Except for 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 can be accepted. The online programs and Prison Education Program follow the institution’s policies concerning transfer credit, and the institution has dedicated Admissions counselors who work with transfer students.

4.A.4

WC effectively maintains authority over academic course rigor, student learning expectations and resources, and faculty qualifications through the operation of its academic committees and faculty, administrative personnel, and administrative procedures. WC complies with the definition of the credit hour stated by the Ohio Department of Higher Education and with program-specific licensure boards for Teacher Education, Sport Management, Occupational Therapy, and Athletic Training.

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.” This includes the responsibility to identify prerequisites, ensure course rigor, and determine learning expectations. At the institution level, all new courses, changes in major and minor requirements, and additions and subtractions of coursework are submitted to the Academic Policies Committee (APC). APC is accountable to the faculty, clerked by a faculty member, and largely comprised of faculty from different academic areas in addition to the VPAA and the Registrar. The APC takes responsibility for approving courses and requires courses at the 300-level or higher to differentiate between upper- and lower-division coursework, often through pre-requisites, as seen in this [email](#) from one APC faculty member to the chair of the committee noting that a Political Science class proposed as part of the Applied Social Science major will need to add prerequisites to be classified as upper-division. To encourage the development of student learning and academic rigor, APC checks to ensure that major and minor programs are following the Catalog requirement that “[At least one-half of the required hours must be taken in courses numbered in the 300s and 400s \(e.g., if the major requires 32 hours at least 16 hours must be in courses numbers in the 300s and 400s\). A minor requires at least 20 hours and not more than 28 hours. At least 10 credit hours in each minor must be numbered in the 300s and 400s.](#)”

WC also has effective processes for establishing faculty qualifications. Section 2.3.1 of the [Faculty Handbook](#) outlines a clear search process for faculty positions that requires official transcripts for highest degree earned for all faculty candidates, and the Office of Academic Affairs keeps original copies of credentials and the [form](#) developed to check and monitor credentialing. For over eight years, the College has used and maintained specific credentialing forms to ensure compliance with HLC’s rules about faculty credentials and tested experience ([FH, Sec 2.1.6](#)).

WC faculty, staff, and administrators directly oversee and maintain the quality of learning resources for students. Faculty are responsible for academic advising, and effective advising is counted toward determining effective faculty activity ([FH, Sec 2.5.2](#)). The Director of the Writing Center, the Director of the Math Center, the Director of Writing in the Disciplines, and the Director of Global Education and FYE are all faculty members and have authority over their respective program goals and objectives, methods for delivery and assessment, and staffing of Writing and Math Center tutors. Staff members like the Student Resource Center Manager and Director of Disability Services oversee supplemental instructors and the software and programs students with disabilities need to succeed in their classes.

At the individual level, faculty maintain authority over student learning by putting their expectations for students and student learning outcomes on their syllabi as required by the [Syllabus Checklist](#). Individual faculty members also serve as directors of programs important for student learning. At the committee level, faculty also staff and clerk important committees like APC, which oversees course prerequisites and rigor. Administrators like the VPAA, DIE, and Registrar also contribute to these committees, provide oversight for faculty qualifications, and provide budgets and staff for student learning resources and the faculty Directors who guide them. At multiple levels within the institution, the College thoroughly establishes and maintains the consistency of student learning by ensuring the curriculum is rigorous, instructors are qualified, and students have access to learning resources.

Wilmington College does not offer any dual-credit programs.

4.A.5

WC currently maintains specialized accreditation for two undergraduate programs and two graduate programs.

Sport Management Program (Undergraduate)

The Sport Management degree program at WC received specialized accreditation through the Commission on Sport Management Accreditation (COSMA) located in Fort Collins, CO. COSMA awarded the Sport Management program the maximum [seven-year accreditation](#) through February 2027. COSMA's designated purpose is to promote and recognize excellence in sport management education at colleges and universities worldwide.

Teacher Education Program (Undergraduate)

The Wilmington College of Ohio Teacher Education Program, which is designed to prepare teachers in the liberal arts tradition, is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through [December 2025](#). Preparations are underway to meet the requirements for renewal of this accreditation.

Occupational Therapy (Graduate)

WC is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). ACOTE establishes, approves, and administers educational standards to evaluate occupational therapy and occupational therapy assistant educational programs. The program [received accreditation](#) in late 2023.

Athletic Training Program (Graduate)

WC’s Master of Science in Athletic Training Program maintained accreditation with the Commission on Accreditation of Athletic Training Education (CAATE). CAATE is a 501(c)(3) non-profit organization serving the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation and diversity to enhance athletic training education. The Program has [Voluntarily Withdrawn Accreditation](#) with an effective closing date of May 31, 2024.

The College decided to withdraw accreditation for the Master of Science in Athletic Training and teach out the program because there were concerns about the [program’s financial viability](#): “In March of 2022, the Finance and Audit committee was provided an updated proforma for each of the three new graduate programs (Occupational Therapy, Athletic Training, and Organizational Leadership). The updated AT program proforma demonstrated an indefinite financial deficit for the program which differed significantly from the original proforma approved by the Board five years earlier. The Finance and Audit committee requested information on the costs associated with a teach-out for the program provided in September 2022.” In October 2022, the College [cited](#) that “a perfect storm of challenging factors involving the new program – including low enrollment and lack of a program director – led WC’s Board of Trustees to approve the action [laying down the program] at its Oct. 7 and 8 fall meetings.”

4.A.6

All WC students receive two surveys through the Office of Institutional Effectiveness (OIE). A graduation [survey](#) is given to graduating seniors at the end of the spring semester. The survey asks about employment prospects, graduate school plans, and community volunteering activities. It doubles as an assessment survey for the Career Center and invites students to return and take advantage of career planning services after they graduate. A second survey is given to the same group of graduates in mid-November, asking the same questions.

In the 2021-2023 six-month alumni follow-up surveys that concluded in early December of each year, an average of 88% of respondents indicated that they were employed, with a median income in the \$30,000 to \$40,000 range. When asked if the position is “directly related” to their “degree area and career goals,” 73% responded in the affirmative. There were 20% who indicated enrollment in graduate school, and 22% who said that they are doing volunteer work in the community on a regular basis – results that are in line with the institution’s mission to “prepare students for a life of service and success.” The results of the last 3 years reported below show a consistent level of reporting (approximately 20% of those surveyed) and a consistent average of graduates in the workforce (88%).

Table 4. Follow-Up Surveys of Alumni at 6-Months Post-Graduation

Year	# Surveyed	# Resp	% Employed	% In Field
2021	267	56	86%	75%
2022	267	47	87%	77%
2023	263	51	90%	68%

The College also uses the Student Tracker program offered by the National Student Clearinghouse (NSC). A careful analysis of the subsequent enrollment data provided by NSC shows that 119 of the 789 alumni (17%) who graduated between [December 2020 and August 2023](#) have enrolled for one or more terms in a graduate or professional program. Collected data are shared with program areas, Career Services, Advancement, and Academic Affairs for use in program review, planning, and assessment activities. The College publishes this information in its Fact Book online.

Students are also surveyed and evaluated by individual programs. The Business program surveys its alumni every five years to get a sense of how alumni view their education once they are established in their careers. In the Agriculture department's capstone course, AG495 Seminar in Agriculture, graduating seniors are asked to complete a survey that reflects on their employment prospects and experiences during their time in the WC Agriculture department.

In addition to tracking the success of its graduates, the institution uses the information it gathers about alumni to make changes to curriculum and programs. For example, as a result of information gathered in the [Wilmington College Business Majors Alumni Survey](#), where students noted that they felt they needed more preparation in group communication, the program redesigned the assignments in a two-course sequence of statistics classes required for Business majors to increase the number of group projects using presentation skills from three to six. In the Agriculture program, their survey of graduating seniors asks how they would change the program. The survey answers to this question led to a direct change in the curriculum. Overwhelmingly, students expressed interest in the establishment of a foundations course that covered content in agronomy, animal science, agricultural business, and agricultural communications. In Fall 2021, the Agriculture program began teaching a new foundations course called Exploring Agriculture in response to this survey data. During this course, each student creates a LinkedIn profile. This profile allows faculty to stay connected with current WC Agriculture students and alumni alike. Periodically, the program distributes a survey through the Agriculture program LinkedIn page. Through this survey, Agriculture faculty check in to ensure they have current contact information and employment information. This allows the program to share information about where alumni work and internship opportunities with current students.

Although there are not yet any graduates of the Master's Program in Occupational Therapy, the program's assessment goals incorporate [survey data](#) to be collected on graduates' job placement and performance. The program anticipates collecting data on alumni once the first cohort graduates in Spring 2024. The Master's Program in Athletic Training also [tracks](#) how many program graduates are employed in their reporting to CAATE, the program's accreditor.

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- WC Strategic Academic Review Template English (page number 37)
- Wilmington College Institutional Assessment Plan

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1

In addition to overseeing the rigor of the academic curriculum, faculty establish student learning outcomes (SLOs), goals, and objectives for programs in coordination with the Assessment Committee, which is classified as a faculty committee and clerked by a faculty member. Faculty are required to include course learning outcomes, goals, and objectives in all [syllabi](#), which are reviewed each semester by the Director of Institutional Effectiveness (DIE) prior to distribution to students. To maintain the rigor and expectations of skills courses that are part of the General Education program (like Global courses and Writing courses), the Directors of those programs also often review syllabi and evaluate courses to ensure that they meet standards, as this [email exchange](#) about a potential Global course illustrates.

Course and Major/Minor Program Assessment Processes

Per Appendix 1.4 of the [Faculty Handbook](#), the Assessment Committee facilitates evaluative processes, and faculty set SLOs, collect assessment data, and analyze it. The Assessment Committee uses the Assessment Report to [track](#) programs' progress on SLOs for all majors/minors. All programs – main campus undergraduate, online, and graduate – follow the same cycle of reporting for assessment.

This [graphic](#) illustrates how the assessment cycle begins in [May](#) when the Assessment Committee sends out the [assessment report template](#); the report template is evaluated and edited in the spring before it is sent out to programs. In response to concerns from HLC and interim monitoring about “closing the loop” of assessment, the Committee decided to add three specific questions to programs' [action plans](#) in May 2023:

6.d. – Based on your analysis of the data, will you need to propose curricular changes to the Academic Policies Committee (APC)? If so, please describe below.

6.e. – Based on your analysis of the data, will you be requesting financial or personnel resources from the Business Office or the Office of Academic Affairs? If so, please describe below.

6.f. – To carry out your action plan, will you need specific professional development training or resources? If so, please describe below.

These new questions allow the institution to decide how to allocate resources to improve student learning. Programs work on their reports over the summer and turn them in September 15. Over the past three years, program compliance with turning in assessment reports has ranged from 67% to 100% for programs with at least one year of reporting data.

Table 4.1. Assessment Compliance Over Three Years

Year	% of Programs in Compliance
AY 2020-21	100%
AY 2021-22	67%
AY 2022-23	100%

To contribute to a culture of assessment, the Assessment Committee has added a “Big Assessment Read” event to their processes in AY23-24. Time at the Faculty Workday in January is devoted to having faculty from different areas read a selection (2-3) of Assessment Reports and provide written feedback using an [online form](#); all program reports therefore get multiple forms of feedback from different readers. This event is designed to give programs more feedback and share assessment plans and techniques across disciplines. According to the [Wilmington College Institutional Assessment Plan](#), the next step is that the Assessment Committee creates a comprehensive response sent to the program faculty, the Area Coordinator, and the VPAA. For an example of an Assessment Report, faculty feedback, and Assessment Committee feedback, see [Exercise Science](#) and [Agriculture](#). The VPAA is responsible for consolidating action items that need to be incorporated into the College’s larger budgeting and planning processes, sending them forward to the President and/or CFO, and documenting this stage of the process.

General Education Assessment Processes

General Education assessment involves regular evaluation of the five competencies within the General Education program at WC, including the Writing in the Discipline (WID), Global Education (GL), and First Year Experience (FYE) components. These programs – WID, GL, and FYE – are multi-disciplinary and campus-wide. Since transfer students who meet the Ohio Transfer Module are considered by the Ohio Department of Higher Education to have met the Basic Areas of Thought and Expression General Education requirements, WID, GL, and FYE courses are the only courses they are still required to take for graduation, making those courses important for General Education for ALL WC students and also an effective place to focus General Education assessment. Directors of each component submit an [annual](#) assessment report to the Assessment Committee for review and comment. General Education directors instruct faculty on the use of assessment tools, often standardized rubrics, to aid in collecting data on achievement of learning goals for each component of General Education. For example, the most recent Writing in the Discipline [report](#) shows improvement on the critical thinking section of the [rubric](#) as seniors in the spring outperformed seniors from the fall and the previous year. The [Timeline for Program Review and Assessment of Programs, General Education, and Co-curricular](#) shows the cycle of reporting for WID, GL, and

FYE.

Co-Curricular Assessment Processes

WC defines co-curricular as learning activities, programs, and experiences that reinforce the institution's Mission and Values and complement the formal curriculum. The College also strives to infuse the Quaker values into all aspects of the community. These values include integrity, service, stewardship, equality, peace and social justice, and respect for all persons. As such, the Assessment Committee identified that the values are critical assessment points for co-curricular activities. As of Fall 2023, the Assessment Committee piloted a newly developed assessment process and [engagement framework](#) for co-curricular activities.

The Assessment Committee administers a survey to students, faculty, and staff participating in co-curricular activities identified by the committee. A member of the Assessment Committee is assigned to each co-curricular event to assist in the data collection and analysis. The Assessment Committee is evaluating the survey items to ensure they are measuring the essence of the Quaker Core Values within the event and that the data provided can be used to improve the infusion of the Core Values in future iterations of that co-curricular activity. Co-curricular events are assessed with the survey within one week of the event; the report is due to the Assessment Committee within a month after the event. This allows time for the facilitator to work with a member of the committee on data analysis and to write up the report. At the end of the academic year, the Assessment Committee will write up an overview of co-curricular outcomes, which will be presented to the Faculty Meeting in Fall of the next academic year. An example of one [survey and its results](#) is from a staff-led trip to see museums in Washington DC, and [another](#) evaluates a SLO from students attending a play off-campus.

Graduate Program Assessment

Graduate programs like Occupational Therapy (OT), Athletic Training (AT), and Organizational Leadership have effective assessment processes that align with the needs of their specialized accreditors. The WC OT program's [assessment processes](#) include measuring student performance on nationally normed tests like the Occupational Therapy Knowledge Exam (OTKE), as well as student performance on evaluations and projects and successfully passing their professional exam within a year of graduation. The WC OT program has a robust system of assessment that provides goals and benchmarks for student learning. Likewise, the AT program regularly [reports](#) their assessment as part of their reporting to their external creditor.

4.B.2

Per the processes detailed above, WC 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 assessment reports at all levels. Based on feedback from the 2018 HLC site visit and interim reporting, 100% of all Assessment Reports now include an action plan and an explanation of what had and had not been achieved for the previous year's action plan.

Program Assessment and Changes

Following is an example of how a program collected and analyzed data on SLOs to make a curricular change. Data on SLOs for the Race, Gender, and Ethnicity minor collected over the last five years indicated that while students were meeting one benchmark (having a class average of 75% or higher

on the instrument used to measure objectives), the other benchmark (having 75% of students score at least 75% on the measure) was not being met for [two objectives](#) (Objective #1: Identify key concepts and figures in the theory of race, gender, and ethnicity studies and Objective #2: Identify key concepts, historical events, and historical figures on the topic of immigration to the US and ethnic/religious identities in the US). The faculty member in charge of the program [noted that](#) “I did change my curriculum to help students succeed more on theory (more in-class quizzes and review sessions) ...a larger number of students are falling behind. This is a problem that I hope to address by suggesting individual tutoring (and renewing the availability of the Writing Center). I also plan to focus more on the ‘ethnicity’ portion of the class, as this is our current weak point, based on the data.”

Another example of how the institution uses assessment results to improve student learning is the Music and Media Minor. Based on an analysis of five years of assessment data, the program found that for its [4th SLO](#) (Student experiences significant ensemble performance opportunities in choral and/or instrumental groups), “the high number of ‘acceptable’ outcomes and the increasing number of ‘unacceptable’ outcomes compared to the low number of ‘exceptional’ outcomes may indicate that our rubric is too rigorous compared to our program.” As a result, the program developed an Action Plan to revise the rubric for SLO 4.1 “to reflect our program’s rigor and expectations, rather than the rigor and expectations of a conservatory-level music education.”

The MSOT program changed part of its assessment processes to affect coursework during students’ careers. The program added a new formative assessment before the end of students’ didactic work to benchmark the progress of student learning at a point where changes can still be made to student coursework.

General Education Assessment and Changes

The Writing in the Disciplines (WID) program also prepares an annual assessment report that shows how data are used to make improvements in student learning. In the 2019-2020 Assessment Report, student performance was consistently above the benchmark in all areas. As a result, the benchmark was raised from [60% to 67%](#) for 2020-2021 and continues to be raised going forward. In the 2020-2021 Assessment report, student performance on [synthesis](#), research, and formatting skills were the weakest with the new benchmark. As a result, in 2021-2022, one WID professional development workshop focused on “Incorporating Research/Synthesis,” another was focused on grammar (which included discussions of formatting), and a third on developing short writing assignments, which served as a scaffolding guide for developing stronger synthesis skills. The [latest report](#) noted that graduating seniors were hovering near the improved benchmark and that research outcomes continued to be strong. In the 2021-2022 Assessment report, student performance was weakest in [organization/argument](#) and [critical thinking](#). As a result, in 2022-2023, the WID director focused professional development on topics designed to improve these skills: “Managing Different Disciplinary Expectations” targeted organization/argument and synthesis in different disciplines; “Preventing and Managing Plagiarism” targeted critical thinking; and “Designing Writing Assignments” targeted a scaffolding structure to support all three of students’ weak points.

The FYE program has used the results of its assessment to make changes to personnel resources and curriculum. Debuting in Fall 2022, OWLS (student mentors) were incorporated into the course, but due to the timing of their added participation, their role was not outlined with [any intentionality](#). After a year of trial and error, these students (now named Peer Navigators) were used more effectively in the course, as noted in the [Fall 2023](#) report. After [years](#) of improving scores on the FYE advising metric, the curriculum was changed to only requiring students to create a schedule for spring

semester instead of an 8-semester plan. As a result, [scores regarding advising dropped in 2023](#), and the Director recommends revisiting this assignment choice or at the least offering [more 4-year sequencing](#).

Staff also made changes to improve FYE students' awareness of advising. As noted in the [Fall 2022](#) FYE report, the campus schedule needs to come out earlier in order for students to plan their classes. The Registrar worked with the FYE Director to move up the schedule date or at the least, provide students with a provisional schedule they could work with. The Westheimer Peace Symposium Committee (WPSC) has also intentionally directed its efforts to accommodate the FYE course at Wilmington College. Prior to 2018, the symposium had always been held on the first Tuesday of October. However, when FYE was featured in the curriculum as a stand-alone course in 2018 ending in the second week of October, the WPSC shifted the symposium dates to the last week of September so that FYE students could attend and complete assigned reflections in time to be incorporated into their attendance and final grades. The WPSC has also worked to connect with FYE in other ways, such as making the symposium more experiential and bringing in the arts and music in connection with the symposium theme to accommodate younger and more diverse learners.

The Global Education program also used the results of assessment to make changes to student learning. When the previous GL425 course was replaced with GL320, which includes a Core Values reflection assignment and more research writing, the more [intentional approach](#) resulted in students in Fall 2023 finally meeting the [benchmark](#) for "Q4: Consider the perspectives of cultures other than their own," a benchmark they had [historically](#) struggled to meet.

4.B.3

Good practice requires the institution to use assessment for both formative and summative purposes. In addition, it requires the institution to make assessment an integral part of teaching analysis, learning, and accountability. The institution has demonstrated substantial participation from faculty in assessment efforts.

The College uses state and nationally standardized and normed assessment tools where they align to curriculum and learning objectives. Specifically, six undergraduate programs (English, Business, Chemistry, Education, Biology, Spanish) use either state or national standardized and normed assessment tools, as do two graduate programs, the MSAT and MSOT. The College uses both quantitative and qualitative research methods, including but not limited to focus surveys, rubrics, focus groups, and interviews, to ensure comprehensive data are collected for analysis. 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 DIE assists faculty and the Assessment Committee with monitoring data for outliers or problems with data collection instruments.

The Assessment Committee has also made important changes to the [Assessment Report](#), adding questions that encourage programs to identify if they need to make curricular changes, add financial or personnel resources, or request professional development in order to improve student learning, further connecting SLOs with the budgeting and planning processes of the institution. The Assessment Committee has added a new assessment activity. Similar to WID assessment processes, faculty read and review Assessment Reports from other programs at a designated Faculty Workday, so programs will now have multiple forms of feedback, and faculty will get a broader sense of the forms of assessment happening across the institution. At the Faculty Workday on [January 9, 2024](#), 49 faculty (approximately 85% of full-time faculty) and one staff member participated in the "Big

Assessment Read." With the changes to co-curricular assessment processes, more staff will be participating in assessment, as well.

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- Wilmington College Institutional Assessment Plan

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Since 2014, Wilmington College (WC) has raised its attention to retention, persistence, and completion rates through its investment in personnel, infrastructure, and campus-wide efforts supported by a Title III grant that ran from 2016-2021. In August 2014, Academic Affairs added the Director of Institutional Effectiveness (DIE), replacing and expanding the former Institutional Research position to include responsibility for assistance in planning, accreditation, and assessment as well as reporting. In the last five years, WC also added a full-time mental health counselor for students and student success coaches, and made significant upgrades to its technological infrastructure to support additional digital reporting on student success.

4.C.1

WC has clear definitions of retention, persistence, and completion and specific goals for each. WC defines retention as the return rate of first-time, full-time freshmen (FTFT) from fall of their entering year through each semester. The "retention rate" in the first goal below refers to the average third semester (fall-to-fall or first-to-second year) retention among the FTFT cohorts. WC defines persistence as the return rate of the entire student body, minus the graduates, from one semester to the next, and completion is defined as the graduation rate for FTFT cohorts, which is measured at four- and six-year intervals. Retention and graduation rates are reported annually to IPEDS and shared with HLC through annual reporting.

Main Campus Undergraduate

WC has clear targets for student retention, persistence, and completion on main campus. As part of the Title III grant period in tandem with the RISE strategic plan, the following goals were set as informed by data from the DIE, and they continue to be current:

1. Increase the retention rate of first to second year students to 71%

2. Increase the four-year graduation rate to 54%
3. Increase the persistence rate by 1%

The [RISE Strategic Plan](#) also included several aspirational goals for enrollment and retention on main campus. Among them are “Annually increase second semester persistence, first year retention and overall retention each by 1% respectively, contributing to sustainable revenues that will contribute to faculty and staff compensation and operational needs.” These goals are consistent with the WC population, which includes [27% first-generation students](#), based on national research and comparable data.

Wilmington College Online (former “Cincinnati”) Program Undergraduate

Serving non-traditional students since 1984, the [Cincinnati program](#) historically maintained retention, persistence, and graduation rates of 90% (retention), 80% (persistence), 70% (graduation rate, depending on the program). As of Fall 2019, the Wilmington College Cincinnati program was in transition. It was divided between two locations, one on Cincinnati State Technical and Community College’s campus and a stand-alone campus in Blue Ash, Ohio. In Spring 2020, the two locations consolidated on Cincinnati State’s campus. That was the semester when the pandemic began, altering the planned trajectory of the program. While WC was prepared to offer more online courses, a fully online program was not expected to be permanent. That changed as the pandemic lasted longer than expected. As the restrictions for in person classes eased, the Cincinnati program returned to some hybrid/blended course offerings, but the majority of students preferred online courses rather than switching between in person and remote work. Eventually, the decision was made to close the physical branch location and continue with online business programs. The closure of the branch campus occurred in spring 2024.

The current goals for the Wilmington Online undergraduate program are to maintain retention, persistence, and graduation rates at 90%, 80%, and 70%, respectively. However, as the program transitions from being primarily focused on a population of non-traditional adult learners to a wider range of online students, persistence and graduation rates will be closely monitored to see if the modality of delivery is affecting this newer group of students.

Individual programs may have goals for retention, persistence, and completion as well.

The graduate program in Occupational Therapy has goals for retention and collects data about retention in its [Program Evaluation Report](#).

4.C.2

The Office of Institutional Effectiveness (OIE) collects enrollment, retention, persistence, and completion data and provides an analysis of the same to academic programs and administrative offices for strategic planning and decision-making purposes. This Office has created a [coherent database](#) on retention and graduation with relevant demographic and [academic information](#) included, as a basis for making decisions. The data reflect activity from Fall 2007 to present. The OIE also maintains records on [program completion](#) going back to the 2006-2007 academic year. These data are used to identify trends in graduation among the various programs.

General information on retention, persistence, and completion is collected by the OIE, analyzed by various offices and programs, and reported quarterly to the Board of Trustees by the Associate Vice President for Academic Affairs. For example, the [October 2023](#) report showed an increase in

retention and graduation rates of 1% from the previous year. As part of the Title III grant process, information about retention, persistence, and completion was also [routinely reported](#).

Retention, persistence, and completion data were also analyzed by individual academic programs as part of the 2021 Strategic Academic Review. [Criterion 6](#) of the Strategic Academic Review Template asked programs to analyze this data as part of the program review process. The reports from [Agriculture](#) and [Communication Arts](#) both show how programs were able to analyze and contextualize their retention and graduation data, which they thought had improved as a result of curricular restructuring and increased co-curricular opportunities, respectively.

4.C.3

WC uses the information gathered on retention, persistence, and completion data in the above processes to make improvements to its academic programs and processes for improving student academic success, including attention to students' study skills and support services, students' transition to college, the retention of students of color, and admissions processes.

Academic Programs

During the campus-wide Strategic Academic Review of 2021 that helped inform the development of the RISE strategic plan, a [thorough study](#) of new student retention by academic program was conducted. As a result of that analysis, some programs, like English and Social Work decided to make changes to improve student retention. English changed their [course sequencing](#) so English majors could take the Introduction to Literary Analysis class in their first semester, and Social Work proposed hiring another [faculty member](#) in order to become an accredited licensure program, thus keeping students who were leaving the college to go to other schools who could provide licensure. The College just secured a [grant](#) to hire an additional faculty member for Social Work in order to effect this change.

Academic Success Alerts

As part of the Title III grant, WC purchased academic alert software from Nuro Retention, Signalvine (a text messaging service), and Qualtrics to improve communication around student success. However, none of these technical changes made a significant difference in the retention rate, which was 68.1% in 2016 and 67.3% in 2021 when the grant period ended. As a result, WC decided to switch from Nuro Retention to the Jenzabar One Retention module, which was implemented in January 2023 as a new academic alert system and the method used to communicate concerns about students to their Student Success Coaches (SSC). Faculty submit alerts through the WCPortal. Alerts serve to identify students having academic difficulty and initiate intervention to address specific concerns. Faculty also submit quarterly academic updates through the module. Every student who receives an alert is contacted by a SSC to discuss strategies to improve performance. Students may be contacted by email or via phone calls and text messages. Any student who receives more than one alert is closely monitored by faculty advisors and SSCs. The Jenzabar One Retention module also gives advisors, professors, and coaches access to view alerts. As of [October 2023](#), the Jenzabar One Retention module had led to an increase of 6% in student contact from SSCs. WC has also made changes to the academic alert reporting procedures, moving from reporting only [mid-term grades](#) to reporting at [three intervals](#) to provide more opportunities for intervention.

Study Skills and Supplemental Instruction

The institution requires all students on academic probation to enroll in the course [ID100 Student Success Strategies](#). Selected qualified staff with the Office of Academic Affairs teach the course in order to have a more involved and dedicated instructor to assist students with their needs. The course teaches strategies in time management and organization, reading, note taking, studying, test taking, and tracking academic progress in each course. It also requires students to use academic support services appropriate to their individual needs.

The DIE sends the Director of the Student Resource Center a [report](#) every semester that lists the top 20 classes where most students failed for use in planning supplemental instruction sessions and instructors for the next semester.

Transition to College

The First Year Connections program is designed to provide first-year students with learning experiences that foster a smooth transition to college, academic success, personal growth, and social responsibility. The decrease in the persistence rate of FTFT students from [first to second semester](#) between 2019 and 2021 was identified and offered as a reason for making the First Year Connections Coordinator (FYCC) [position](#) permanent. The FYCC holds pre-academic advising sessions to acquaint freshmen with the class selection, scheduling, and registration process and holds pre-room selection sessions to inform freshmen about housing options and processes.

Retaining Students of Color

The Office of Diversity and Inclusion has a peer mentoring program called Wilmington College Connections. Upper-class students, who are paid a stipend, are paired with incoming freshmen and assist them with adapting successfully to the various aspects of college life. Data demonstrate the success of the program with increased retention rates for students of color who participate. Over the history of the program, an average of 72.98% of participating students are retained from fall to spring, and 62.56% are retained from the first to the second year. An average of 33.40% persist to graduation (through 2022).

Admissions

WC Admissions uses analysis of persistence data in their recruitment CRM (Salesforce) dashboard. This dashboard tracks the [persistence](#) of students from Fall 2023 through Spring 2024 (first to second semester). Some insights from this that are particularly helpful include the persistence of [admission committee students](#), [students by ethnicity](#), [student-athletes](#), [male/female](#), and [academic program](#). As a result of tracking this information, in 2022 WC changed the process of how the admissions committee holistically reviews academically at-risk students. Based on the change and the inclusion of a Zoom interview process with these students, the fall-to-spring persistence of the group of students identified as academically at-risk improved 12% from 2022 to 2023. This information is used to inform admission policy as well as recruitment strategy, which adapts as it pertains to factors such as geographic territory, academic program interests for purchased name buys, and financial aid optimization, to influence student retention in a positive way.

Wilmington College has been effectively using its data for planning and budgeting. Previous budgeting research found that the “sweet spot” for retention is around 325 first time full-time freshmen. When enrollment rose to 383 FTFT in Fall 2018, retention dipped to 64%. Research showed some correlation between entering class size and the first-to-second year retention rate. Based on that research, the target enrollment for first-time full-time freshmen is 325 each fall. This number

is used for admission metrics and budget planning.

4.C.4

The OIE uses IPEDS methodology for analyzing and reporting on enrollment, retention, persistence, and completion and maintains a [detailed account of operating procedures](#). The DIE regularly participates in meetings of the Ohio Association for Institutional Research and Planning (OAIRP) and the Roundtable on Institutional Research Leadership provided by the Association of Independent Colleges and Universities of Ohio (AICUO) to learn how other colleges and universities are collecting and analyzing institutional data and to stay current on best practice.

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4.S - Criterion 4 - Summary

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.

Summary

4.S

Over the last five years, Wilmington College (WC) has significantly altered its program review processes to better align with strategic planning and budgeting. These changes have resulted in a 100% compliance rate, with all programs regularly submitting reports on time, ensuring a consistent and effective review process. Previously following a five-year cycle, the program review underwent a substantial overhaul in 2021. This involved a comprehensive review of all academic programs, incorporating data such as program alignment with WC's mission, external market research, internal analytics, and student learning assessments. The findings significantly contributed to the formulation of the RISE Strategic Plan in 2021.

In AY 2022-23, the Program Review Committee introduced annual short-form program reviews and adjusted the report submission timeline to coincide with the budget planning cycle. This change streamlined the process, ensuring more frequent and relevant program evaluations. The Academic Program Review Resource Manual was developed and updated, providing a detailed overview of the new annual review process and delineating the roles of various academic committees. This structural organization underlines WC's commitment to a systematic and transparent review mechanism. The program review process at WC has effectively integrated academic assessments into strategic decision-making. This is evident from initiatives such as the establishment of an Esports minor and the revival of the Prison Education Program directly stemming from these reviews.

The assessment of student learning, conducted annually, feeds into this broader analysis, ensuring a thorough evaluation of program quality. Improvements to assessment processes like adding the "Big Assessment Read" and adjusting the action plan on Assessment Reports to better close the loop of assessment have contributed to the culture of assessment on campus and made it easier for WC to use the information gained from assessment in budgeting, planning, and decision-making.

Since 2017, WC has raised its attention to retention, persistence, and completion rates through its investment in personnel, infrastructure, and campus-wide efforts supported by a Title III grant from 2016-2021. In the last five years, WC also added a full-time mental health counselor for students, student success coaches, and made significant upgrades to its technological infrastructure to support additional digital reporting on student success. WC uses the information gathered on retention, persistence, and completion data to make improvements to its academic programs and processes for improving student academic success, including attention to students' study skills and support services, students' transition to college, the retention of students of color, and admissions processes.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.

Administrative structures at WC ensure collaboration and open communication through direct and representative shared governance and inclusive business practices to support the Mission. This is evidenced by an effective shared governance system, systematic data-driven analysis and decision-making among institutional committees and administrative bodies, and active involvement of the faculty, staff, and students, as informed by the Quaker decision-making model. The highlighted sections of the [latest Board of Trustees agenda](#) illustrate the institutional committees, each given opportunity to bring forth their updates, findings, and recommendations to the Board of Trustees as well as informing the college community overall, as the meeting is open to the campus community. These committees are detailed below in section 5.A.1.

5.A.1

Reflective of the Religious Society of Friends (Quaker) model of shared governance, all institutional committees and administrative bodies use the decision-making model called by Friends "sense of the meeting" or "discernment." The process encourages participants to share their experiences and knowledge, listen respectfully to others, and be open to new insights and ideas. Once collaboration and discernment have occurred, the clerk or presiding member takes a sense of the meeting – there is no voting. The process is outlined in [Article III of the institution's Code of Regulations](#), which states in part:

It is the practice of Friends to give unhurried and sympathetic consideration to all proposals and expressions of opinion. They endeavor to respect an earnest and sincere minority and, if it

seems necessary, may postpone action until they have secured more light on the question at issue and have attained a greater degree of unanimity. After due consideration has been given to all points of view, it is the duty of the Clerk of the Meeting to weigh carefully the various expressions and to state what he/she believes to be the will of the Meeting.

Discernment-based decision-making is also reflected in [Appendix 1.6 of the Faculty Handbook](#), which states that gathering a sense of the meeting “aims to help the group reach a decision that all can support.” This decision-making framework promotes openness, encourages the sharing of differing perspectives, and fosters a greater synthesis of ideas.

Operationally, shared governance is guided by the College’s Code of Regulations and institutional handbooks that outline the roles and responsibilities of governing bodies. The governing and representative bodies of Wilmington College include the Board of Trustees, President’s Council, Faculty Meeting, Student Government Association, and several constituent and institutional committees that involve the broad participation of faculty, staff, and students, as outlined in the sections below.

Policy approval ultimately resides with the Board based upon recommendations of the College’s President, who is the Chief Executive Officer ([Code of Regulations, Article II Sec 1.C.](#)). The Board exercises ultimate institutional authority through its general, academic, and financial policy-making role and its responsibility for the health and welfare of the College. In addition to this general grant of authority, the Board also has specific powers and duties around institutional effectiveness, resources, and planning, including periodic review of the College’s Mission, approval of the College’s long-range plans, approval of the College’s academic programs, and approval of policies related to College employees including promotion and tenure for eligible members of the faculty ([Code, Article II Sec 1.C.i](#)). Further, the Board ensures the financial health of the College by monitoring the College’s financial condition, establishing [guidelines for investment and use of College assets](#), and approving the annual budget recommended to the Board by the President ([Code, Article II Section 1.C.vii](#)). The Board’s Finance and Audit Committee performs this diligence on the Board’s behalf through regular meetings in between the quarterly meetings of the full Board of Trustees ([Code, Article II Sec 5](#)).

The Board of Trustees employs a cooperative and inclusive committee structure that involves regular participation of members of the President’s Council and other stakeholders as necessary. Board committees were [strategically reorganized](#) to improve alignment with institutional operations. Standing Board committees include Executive, Finance and Audit, Quaker Connections, and Trusteeship. Ad hoc committees include Advancement; Academic Affairs and Enrollment Management; Buildings and Grounds; External Relations, Communication, and Marketing; and Student Affairs. The Board also invites representation from campus constituencies, including faculty, administration, staff, students, and members of Wilmington Yearly Meeting (Quakers) to provide and receive updates during quarterly plenary sessions of regularly scheduled Board meetings, which are [open to the campus community and broadcast via Zoom](#).

The President of the College reports to the Board of Trustees and is granted authority over aspects of the College outlined in [Article VI, Section 3 of the Code of Regulations](#). In addition to the Board of Trustees, the President receives input from the College’s internal constituencies through shared governance bodies, including the President’s Council, Academic Council, and all constituent and institutional committees. The President also directly addresses the broad campus community through strategies intended to enhance communication and collaboration.

For example, in Fall 2023, the President [invited all members of the campus community](#) to engage in a campuswide visioning process to solicit feedback on collective aspirations for the College's future. The visioning sessions consisted of facilitated workshops that each presented one of five vision queries. The queries [came from a Board retreat](#) conducted during Spring 2023. The President hosted and attended the visioning sessions. A survey was distributed after each session to gather additional feedback from those who could not attend. The five visioning queries are noted below:

1. How can Wilmington College intentionally elevate and operationalize its core values in the four key areas of: orientation, pedagogy, culture, and governance?
2. How can Wilmington College broaden its scope, students, partners, services, and delivery?
3. How can Wilmington College execute sound and creative business planning?
4. How can Wilmington College leverage its signature local and global partnerships?
5. How can Wilmington College become internationally recognized as a leader in hands-on, experiential education, and specifically, agricultural education?

The President hosted [two listening sessions](#) in Spring 2023 immediately following the departure of the previous President. The intent was to receive input and provide responses to any questions or concerns about campus leadership.

The President meets weekly with members of the [President's Council \(PC\)](#). The PC is made up of each administrator serving in a vice-presidential role, in addition to the Director of Human Resources and the Chief of Staff. The PC serves as a forum to discuss issues and opportunities pertaining to the institution and to provide guidance and recommendations on such matters. Members of the PC serve as liaisons to Board of Trustees committees, as noted above. Although PC meetings are not open to the public, members solicit regular input from and provide updates to their respective areas to support integrated communication and collaboration across diverse areas of the College.

The [Academic Council \(AC\)](#) is made up of the Vice President of Academic Affairs/Dean of Faculty (VPAA), eight Area Coordinators who represent the major academic areas of the College, and a representative of the graduate programs. Area Coordinators are faculty administrators who oversee programs and program review, curriculum development, academic schedules, and faculty development, and assist with recruitment and retention programs within their areas. Area Coordinators regularly discuss matters affecting the academic functions of the institution and provide input to the President and VPAA. The President and VPAA share information and insights from the AC with relevant Board, constituent, and institutional committees.

All full-time teaching faculty and those part-time faculty who teach at least half time are considered part of the [Faculty Meeting](#). The Faculty Meeting, like a faculty senate at other institutions, “provide[s] for the regular participation of the faculty in campus governance.” As recommended by the American Association of University Professors, the Faculty Meeting also generally enjoys “primary responsibility” for such fundamental areas as curriculum, methods of instruction, and faculty status and delegates much of this work to discrete faculty committees, discussed later in this section. The Faculty Meeting annually elects three Faculty Conveners to facilitate business and discussion meetings. All policy decisions are made at business meetings, which are held as needed. Discussion meetings are scheduled by the Conveners to discuss policy issues and other concerns. The Faculty Meeting convenes twice per month for either business or discussion.

Faculty engage regularly in shared governance through the constituent committee structures, the administration of programs and areas under the Office of Academic Affairs, and the Faculty Meeting. Nine constituent committees of the faculty, in collaboration with staff and students, provide oversight

of policies, programs, and resources. Appendix 1.4 of the Faculty Handbook, lists those committees include the [Academic Standards and Appeals Committee \(ASAC\)](#), [Academic Policies Committee \(APC\)](#), [Assessment Committee \(AC\)](#), [Graduate Programs Committee \(GPC\)](#), [Faculty Council \(FC\)](#), [Instructional Development and Resources Committee \(IDRC\)](#), [Tenure, Promotion, and Review Committee \(TPR\)](#), [Grievance Committee \(GC\)](#), and [Program Review Committee \(PRC\)](#).

In addition, faculty, staff, and students provide service and support to seven Institutional Committees as listed in the Faculty Handbook.

- [The Institutional Animal Research and Care Committee \(IARCC\)](#) oversees all research involving live, vertebrate animals or cephalopods. The committee reports directly to the Vice President for Academic Affairs/Dean of Faculty and is responsible for all academic uses of animals at Wilmington College.
- [The Institutional Review Board \(IRB\)](#) is clerked by the Vice President for Academic Affairs/Dean of Faculty and includes two faculty members, one staff member, and one member of the public. The IRB oversees research involving human subjects.
- [The Judicial Board and Appellate Board](#) each consist of eight faculty members, three staff members, 12 students, and a Judicial Advisor appointed by the Vice President for Student Affairs/Dean of Students or the Vice President for Academic Affairs/Dean of the Faculty for a particular case. The Judicial Board conducts hearings on cases to determine whether the Student Code of Conduct ([SH, p. 17](#)) has been violated and prescribes a sanction. The Appellate Board considers appeals of decisions made by the Judicial Board and upholds or denies them.
- [The Safety and Emergency Response Committee](#) has broad responsibility for planning, implementing, and reviewing procedures and practices necessary to provide the College community with a safe and secure environment, including policy for emergency responses and campus safety activities and issues. Members include the Vice President for Business and Finance, Vice President for Student Affairs/Dean of Students, Director of Physical Plant, Campus Safety Lead Officer, Director of Public Relations, Assistant Dean for Housing, one faculty member, and one student.
- [Staff Council](#) provides a sounding board for the interests, needs, and ideas of the administrative and support staff; serves as a communications medium for the staff and between the staff and other sectors of the College; and promotes, strengthens, and facilitates a stronger sense of community and mutual support among Wilmington College employees. Members include five support staff, five administrative staff, the Director of Human Resources, and the President on an ad-hoc basis.
- [The Student Life Committee](#) is made up of the Vice President for Student Affairs/Dean of Students, Associate Vice President of Student Engagement, Campus Minister, Director of Multicultural Affairs, Faculty Athletic representative, two faculty members, and two students. They address issues that affect student life outside the classroom and those related to diversity including race, ethnicity, gender, sexual orientation, religion, etc. They also oversee and evaluate programs that promote religious values and religious life on campus and that seek to address physical and mental health issues.
- [The Westheimer Peace Symposium Committee](#) plans the themes and speakers for the annual Westheimer Peace Symposium including coordination and evaluation. Committee membership includes the Associate Vice President of Academic Affairs, Curator of the Quaker Heritage Center, Director of the Peace Resource Center, two faculty members, and two students. Ad hoc members include the Director of Public Relations and Director of Multicultural Affairs.

[The Student Government Association](#) (SGA) represents the student body in shared governance. Officers are selected annually by the students. Weekly meetings are open to the campus community. The SGA seeks to serve all students' desires for improved student services and academic programs and promote honest and open communication among students, faculty, administrators, and staff. The SGA Vice President for faculty, alumni, and trustees attends all plenary sessions of the College's Board of Trustees. The Activities Programming Board, an SGA committee made of elected student representatives, allocates use of the student activity fee to support student activities and organizations. The Student Athlete Advisory Council of the SGA represents student-athletes, who account for 46% of all undergraduate students. The President of the College supports and attends SGA-hosted student forums or "Student Conversations," which offer a venue for students to ask questions, log concerns, or make suggestions to improve campus operations, programs, or facilities. Feedback from student forums is also shared with members of the President's Council for review.

5.A.2

The Office of Institutional Effectiveness, led by the Director of Institutional Effectiveness (DIE) who reports to the President, provides regular guidance and data support for assessment, regional and specialized accreditation, and federal compliance, and to inform decision-making by institutional committees and administrative bodies. The DIE uses a variety of data-management tools to gather, manage, and share data. Many reports are created and saved on the [institutional SharePoint intranet](#), including reports on retention and persistence, graduation rates, enrollment trends, course evaluations, and [annual Fact Books](#).

Comprehensive Student Information System

In July of 2022, the College [upgraded its comprehensive student information and enterprise resources planning systems](#) from CX to Jenzabar One. WC uses Jenzabar One to manage all student information, finances, registrar functions, transcripts, and financial aid, as well as business office functions including budget, bursar, procurement, and audit processes. Jenzabar One is a cloud-based system that provides the institution the benefits of data management, data security, system security, disaster recovery, and regular upgrades. All major administrative areas use Jenzabar One to support day-to-day operations. For example, the Office of Financial Aid processes and checks the status of student financial aid through queries made within the Jenzabar One system. The Office of Advancement uses data managed through Jenzabar One to analyze and prioritize donor engagement. The Office of Admissions uses Jenzabar to track enrollment trends, using data to examine progress on prospect inquiries, applications, and deposits.

In Fall 2023, WC upgraded its [retention-tracking system](#) from Nuro Retention, implemented in 2019, to Jenzabar Retention, a module of Jenzabar One. A primary goal of the upgrade was to realize the benefits of an already integrated system. Jenzabar Retention allows faculty to report and advisors to follow up with at-risk students as a part of the institution's early warning system. Data are submitted by faculty and used by members of the Student Success program to direct relevant student support services. The system also includes a retention-prediction algorithm scoring system that helps the Academic Success team target their support efforts more precisely.

Enrollment Marketing and Financial Aid Optimization

In July 2023, [WC engaged with EAB](#) for enrollment marketing and yield monitoring services. This partnership provides direct marketing in the form of print, digital, and email to prospective students guided by WC's strategy and search criteria. In addition, EAB provides messaging to support

recruitment efforts. The EAB [Cultivate campaign](#) targets students in their sophomore and junior years in high school, while the [Apply campaign](#) targets traditional first-year students in their senior year of high school. Search recommendations identify good-fit students based on a mix of datasets. The [Yield campaign](#) combines outreach to admitted students with the financial aid optimization tool to help identify specific audiences of students who may be most influenced by cost in their decision to attend WC. Recommendations from this review of data assist in the College's decision-making process about optimizing institutional financial aid resources. These three campaigns include bi-weekly meetings with key campaign leaders at EAB and [real-time dashboard monitoring](#) of opportunities and threats in each upcoming recruitment cohort.

Based on the initial assessment of the historic enrollment dataset, EAB's team made recommendations during an on-campus visit in October 2023 and reinforced those recommendations in an updated financial aid optimization review in January 2024. Intel provided by EAB through continued yield monitoring for the Fall 2024 class will significantly impact data-informed decisions in both admissions and financial aid for the Fall 2025 recruitment cycle. This partnership is essential to provide real-time benchmarks to data from over 1,100 other schools, ensuring industry-standard best practices and a pathway to meeting enrollment goals.

Program Economics

In 2021, the College began using services of a [consultant](#) to provide institutional academic program evaluation. Cost-center and enrollment data were provided to the consultant by the Office of Human Resources, Chief Financial Officer, and Vice President for Academic Affairs and used to examine revenue, cost, and profit margin by department and program. Data suggested existing programs, including General Education, are viable. The Office of Admissions continues to use data provided by the consultant to determine market demand for proposed academic programs. For example, in 2023, data from the consultant supported a proposal to add Public Health as a new concentration within the Applied Social Sciences area. This was [approved by the Faculty Meeting](#) for implementation in the fall of 2024.

Project Management

In September of 2023, the College identified a need for a new vice president. The [Vice President of Information Technology and Operations](#) is responsible for facilities, technology, and institutional project management. This new role provides campus-wide leadership and direction on project management, including tracking of deadlines and deliverables and progress on strategic initiatives. All major institutional initiatives with budget implications are tracked through the Smartsheet [project management tool and data analyses](#) are placed on the College's SharePoint drive, accessible by President's Council members and the Board of Trustees. Projects currently under management include two academic initiatives, the Prison Education Program and Wilmington College Advantage workforce development initiative, and three capital projects, HVAC upgrades to the Austin-Pickett residence hall, outdoor track resurfacing, and campus-wide security camera installation. The President and Vice President of Information Technology and Operations meet weekly to go over progress and risks associated with each project.

5.A.3

WC's shared governance structure is designed to ensure broad participation by administration, faculty, staff, and students in academic matters. As outlined in sections [1.4.2](#) of the Faculty Handbook, the Vice President for Academic Affairs (VPAA). has general responsibility for the

academic affairs of the College, including academic programs, budgets, and personnel. The [VPAA's specific charge](#) includes “[c]oordinat[ing] assessment, program review and curriculum development for majors and general education programs” ... in consultation with appropriate Area Coordinators, Academic Areas, and full-time faculty.

As stated in Appendix 1.4 of the Faculty Handbook, the College’s constituent committees, on behalf of the Faculty Meeting, develop policies, plans, and procedures regarding aspects of academic life for which the Faculty Meeting bears primary responsibility.

The [Academic Policies Committee \(APC\)](#) is the primary constituent committee responsible for academic program oversight. The APC engages faculty, and when appropriate, staff and students, in setting academic requirements, policies, and processes. Membership of APC consists of six members of the College’s faculty appointed by the Faculty Conveners, the Vice President of Academic Affairs, the Vice President for Community and Business Development, the Registrar, and two student representatives. All new programs and program modifications are approved by the APC and sent to the Faculty Meeting for final approval.

The [Academic Standards and Appeals Committee](#) ensures oversight of academic standards and guides the appeals process for students. Membership includes the Associate Vice President for Academic Affairs, four faculty members, and two student representatives.

The [Assessment Committee](#) involves the Associate Vice President for Academic Affairs, at least five faculty members, and two student representatives. The committee functions to evaluate student learning and the extent to which students meet academic goals and objectives. Annual Assessment reports are reviewed by the Faculty Meeting and analyses are sent to the APC and to the VPAA for feedback.

The Clerks of APC and Assessment serve as ad hoc members of the [Program Review Committee \(PRC\)](#). Membership of the PRC includes the VPAA, Vice President for Community and Business Development, Associate VPAA, and four faculty members from different areas. The PRC is responsible for conducting a comprehensive review of all academic programs, concentrations, licensures, and special programs. The PRC “may utilize information from other Governance Committees to aid in its comprehensive review process.”

Sources

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- 5.A.1 An Invitation from the Board of Trustees
- 5.A.1 Invitation to 2nd Campus Listening Forum copy
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- 5.A.1 July 2023 Plenary Minutes for Approval copy
- 5.A.1 July 2023 Plenary Minutes for Approval copy (page number 8)
- 5.A.1 _Code of Regulations
- 5.A.1 _Wilmington College Investment Policy
- 5.a.2 Gray Assoc Results 2021-22
- 5.A.2 J1 Retention
- 5.A.2 Jenzabar One conversion
- 5.A.2 Office of Inst Effect Sharepoint
- 5.a.2 Partner Guide _New Apply Lead Portal _Feb 2024 _FINAL (1)

- 5.A.2 Project Status
- 5.A.2 September 2023 Campus Courier Page 9
- 5.A.2 September 2023 Campus Courier Page 9 (page number 9)
- 5.A.2 WC Fact Book 2022-2023
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- Faculty Handbook 2023-24
- Faculty Handbook 2023-24 (page number 7)
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- Faculty Handbook 2023-24 (page number 123)
- Faculty Handbook 2023-24 (page number 124)
- Faculty Handbook 2023-24 (page number 125)
- Faculty Handbook 2023-24 (page number 136)
- WC student handbook
- WC student handbook (page number 121)

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1

Operational Staff

Faculty Hiring and Qualifications

According to the Faculty Handbook, the College "[employs competent faculty members qualified to accomplish the mission and goals of the Institution.](#)" The Faculty Credentialing Policy provides policies and procedures for determining faculty qualification primarily through evaluation of "the highest degree earned in the discipline or subfield." The Policy also provides for "tested experience as a basis for determining minimally qualified faculty." With the move to online programs, the College has [adopted additional guidelines for the selection of hybrid and online faculty](#), as stated in the Faculty Handbook. The College also maintains a policy on Qualifications for Initial Appointment to Academic Ranks that details the minimum educational qualifications and teaching, scholarship, and service requirements for initial faculty appointments at the College.

Staff and Administrator Hiring and Qualifications

The College's Administrative and Support Staff Handbook (ASSH) provides the evaluative criteria used when hiring for staff and administrative positions, which include among other criteria, the "[applicant's ability to satisfy the minimum requirement of the job description \[and\] meet the goals and mission of the College.](#)" The recruitment and selection process also includes personal interviews with candidates and, for those candidates who receive offers of employment, reference checks and background investigations.

Annual Performance Review Process

[Evaluations for members of the College's faculty](#) outlined in the Faculty Handbook include peer evaluation at least once annually. Peer evaluations include a classroom visit followed by preparation of a summary report that the peer evaluator discusses with the faculty member under review and submits to the Vice President of Academic Affairs. Faculty members are also expected to "conduct student evaluations using a standardized evaluation instrument on a regular basis" and prepare an

Annual Faculty Activity Report that self-reports on progress towards goals established during the previous review cycle. All completed evaluation instruments are submitted to the Vice President of Academic Affairs for record-keeping purposes.

Evaluations for all other College employees are conducted semi-annually by each employee's immediate supervisor to "[keep the lines of communication open and...create a climate of mutual understanding.](#)" Using the job description as the basis for performance appraisal, evaluations are conducted via private meetings between the employee and immediate supervisor. Supervisors are also encouraged to practice performance evaluation as "a continuous process that involves establishing and communicating expectations, recognition, observation, assistance, coaching, and discussion."

The [College's President is evaluated annually](#) by the Board's Executive Committee which then brings a recommendation to the full Board of Trustees (Code of Regulations, Sec 3.C).

Continuing Education and Professional Development

The College also supports the continuing education and professional development of its faculty, staff, and administration to "[grow professionally and develop new skills that add to the effectiveness of the overall College program.](#)"

The Faculty Handbook notes that every faculty member receives, annually, \$600 to "[cover expenses in attending professional meetings or other professional development activities.](#)" Individual unit budgets also provide financial support to staff and administrators pursuing professional development opportunities, such as conference attendance or professional organization membership.

A new Center for Teaching Excellence (CTE) is under development, established in Fall 2023. It will have a physical location in the Watson Library and will promote faculty engagement with scholarly teaching practices to support student learning.

The College provides assorted options for [employees to take academic courses](#) offered by the College.

Infrastructure and Resources

Master Plan

In late 2017, the College's senior leadership and the Board of Trustees understood the need for and agreed to proceed with the development of a campus Master Plan. Although the College had some piecemeal existing information, such as previous building assessments, a landscape plan, and a classroom utilization study, the most recent comprehensive Master Plan had been published in 1988.

A new [Master Plan](#) was developed and published by MSA Design in 2019. Publication of the plan coincided with the College's sesquicentennial anniversary year. The plan was presented to the Board of Trustees in a PowerPoint titled "[Crafting Community – Capital Planning Projects – Vision Package.](#)" The Master Plan serves as a guide for projects considered by the Buildings and Grounds Committee of the Board.

Instructional Spaces

The College's physical plant provides sufficient instructional, laboratory, and clinical resources to support the delivery of its academic programs. Examples include:

- **The Center for Sport Sciences (CSS)**, opened in August 2015, is home to the College's exercise science program and other sport sciences. With its 40-by-40-yard indoor turf field and related athletics amenities, the CSS also accommodates training for essentially all of the College's [varsity sports teams](#) and gives 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 Orthopedics and Sports Medicine, Drayer Physical Therapy Institute, Chiropractic Care of Cincinnati, and Clinton Memorial Hospital. Recent improvements include approximately \$1 million in renovations of the lower level of the CSS to house and support the [Master of Science in Occupational Therapy](#) degree program.
- **The Center for the Sciences and Agriculture (CSA)**, the College's largest academic building, includes ten classrooms, ten laboratories, three research labs, two 100-seat lecture halls, and 30 offices, primarily for faculty. The former Kettering Science Hall served WC 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 renovation and expansion. A \$19.7 million, low-interest loan payable over 32 years, provided by the U.S. Department of Agriculture's Rural Development division, made the project possible. The Center, which opened in 2016 and includes the renovated 34,000 square-foot Kettering Science Hall and a 13,500 square-foot addition, has received Gold LEED certification as an environmentally friendly facility.
- **The Academic Farms**, which support the College's numerous agriculture-related curricular offerings, feature 267 acres of crop and pastureland; livestock including cattle, goats, sheep, and poultry; a high-tunnel greenhouse; a 2.5-acre vegetable garden; two greenhouses; and a 1,300-gallon rainwater recycling system. An additional 900 acres of College-owned commercial production farms also serve as academic learning laboratories for students. The academic farms provide essential experiential learning and research opportunities for students. More than 25% of the College's main campus students are majoring or minoring in agriculture.
- **The Equine Center**, which supports the College's B.S. in Equine Management Studies and minor in Equine Studies and its competitive equestrian teams, sits adjacent to the Academic Farms and includes a 72-by-328-foot barn with 24 horse stalls, paddocks, tack rooms, and spacious indoor riding arena.
- **The Robinson Communications Center (RCC)**, which houses the Office of IT and supports the College's major and minor in Communication Arts, includes a graphic design laboratory, printing systems, and the College's radio station, The Quake. The RCC also houses the College's academic support services in the Student Success Center, the Office of Accessibility and Disabilities Services, and the student computer labs.

Student-Centered Spaces

Wilmington College's physical plant provides sufficient spaces to support effective engagement of its student population. Examples include:

- **The Pyle Student Center** is the hub of student life on campus. Centrally located, the student center houses most of the College's non-academic student support services, including the offices of the Dean of Students, Housing and Residence Life, Student One-Stop Center for Financial Aid, Career and Workforce Development, Diversity and Inclusion, and the campus Bookstore. Pyle also includes the Student Dining Hall, Student Government Association offices, a lower-level game room, and several student-focused lounges and meeting spaces. The Student Dining Hall, known as the "TOP" (Top of the Pyle), underwent renovation in 2022

and seats more than 350. Plans are underway for a [new elevator](#) from the first floor to the TOP, with installation planned for AY 2024-25.

- **The Health and Wellness Center** provides offices and appropriate private examination and treatment spaces for the College's medical and mental health professionals. All medical and mental health services are provided free to students. In 2022, the Center moved from the basement of Bailey Hall to a new facility at the southeastern corner of campus. The relocation placed the Center close to such other health and wellness facilities as the Athletic Training Clinic, the Quaker Recreation Center, and commercial clinics in the CSS operated by Beacon Orthopedics and Sports Medicine, Drayer Physical Therapy, Clinton Memorial Hospital, and Rolf Chiropractic.
- **The Quaker Recreation Center (QRC)** provides fitness equipment and activity spaces for students, faculty, and staff, including free-weights, cardiovascular equipment, and group exercise classes. Access to the QRC is free for students, faculty, and staff. The adjoining Hermann Court building hosts a natatorium and traditional gymnasium facilities.
- **The Peace Resource Center** provides [numerous resources that affirm](#) the College's Core Value of Peace and has facilities sufficient to house "the largest depository in the United States of materials associated with the human experience of nuclear war through the United States' atomic bombings of Hiroshima and Nagasaki in 1945."
- **Eight Residential Facilities** provide residential students with diverse housing options from matriculation to degree conferral. Five facilities are traditional-style residence halls with single and double-occupancy options and common resources, such as bathrooms, kitchens, and lounges. Two housing complexes, the Commons and the Village, offer apartment-style living, with in-unit bathrooms and kitchens. The Commons and Village offer accessible rooms and can accommodate 213 residents. All residential facilities are furnished and include [Wi-Fi](#). In Fall 2023, the Trustees approved a budget of \$2.3 million to upgrade the HVAC system, replace all windows, and refurnish the Austin-Pickett dormitory buildings using a portion of a \$10 million bequest from the Withrow Endowment. In February 2024, the College received a [\\$250,000 Ohio Department of Development grant](#) to complete the HVAC upgrades.

Administrative Operations

The physical plant provides sufficient spaces to support the effective administration of the College. Examples include:

- **College Hall**, the College's historic first building, houses most of the College's administrative offices, including academic administration. The Offices of the President, Academic Affairs, Academic Records, Admissions, Business and Finance, and Human Resources all reside in College Hall, facilitating collaboration among those areas.
- **The Sidney Mishkin '59 Board Room** in Pyle, renovated in Spring 2023, provides sufficient meeting space and technology for the College's Board of Trustees to engage with senior leadership and effectively perform its fiduciary functions.
- **The Meriam R. Hare Quaker Heritage Center** includes two exhibit spaces celebrating the heritage of the Religious Society of Friends, a traditional Quaker Meeting House, and office space for the College's campus minister. The Center is an example of how the College devotes sufficient physical plant resources to specific offices that help promote its Mission and Values.

Information Technology Support

Academic Resources

In today's electronic world, the most used and expensive instructional resource is information technology. Wilmington College's information technology infrastructure provides sufficient technology resources to support the College's academic operations. Examples include:

- **Wi-Fi Access Points:** The College deployed [446 Wi-Fi Access Points campus-wide](#) to eliminate the need for network cords and provide access for all student, faculty, administrative, and guest devices at any location campus-wide, including most-used outdoor spaces.
- **Cyber-Security Protection:** A significant investment was made in cyber-security protection by using [Microsoft 365 Defender](#) to protect email communications and acquiring a third-party security monitoring service, provided by Logically, that uses on-premises equipment to monitor all network traffic and immediately alert and remediate threats as they occur and to provide weekly reporting.
- **Classroom Technology:** A significant investment was made to acquire new classroom technologies to support remote and hybrid learning during the COVID-19 pandemic. The College acquired [10 Distance Learning Kits](#) before the Fall 2020 semester and installed them in re-purposed spaces and multiple instructional spaces in the College's historic buildings. Along with [Zoom licenses](#) and [upgrades to the College's Fiber Internet Access](#) capacities, the Kits enabled the College to continue academic operations throughout the pandemic. These technology improvements have proven to be extremely capable for continued use by the adult and online programs today.

The College also provides all faculty, staff, and administrators who teach at the College, sufficient educational technologies to support teaching and learning. These include laptops pre-equipped with software packages like Blackboard, Microsoft Office 365, and Zoom and access to electronic databases through the Watson Library.

Student Life Resources

The College's information technology infrastructure provides sufficient technology resources to support student life. Examples include:

- The Office of Information Technology (IT) [announced via email on December 7, 2023](#), that it was replacing all Wi-Fi equipment and upgrading to Wi-Fi6 using cost savings from the cancellation of SpectrumU. The current system was 6 years old and used the Wi-Fi5 standard. The new Wi-Fi6 standard provides dramatic increases in speed and reliability especially in high-density areas like the residence halls and classrooms. To accommodate the new Wi-Fi6, the College upgraded its internet access from 2gigabit to 10gigabit. The increase will cover continued internet usage growth for the next several years.
- The Student App provides all College students with a multi-function, smartphone-based application. The App includes calendaring, chat, news and events, and homework/due-date reminder functions. The College's dining service provides a self-service web portal for students to manage their meal accounts. This portal is accessible to all students via their own device or through one of the more than 100 open PCs available to all students campus-wide.
- The College also made significant technology upgrades over the past few years to support on-campus safety by installing [264 security cameras campus-wide](#), concentrated in and around residential facilities. IT also purchased and installed [five emergency call stations](#) across campus, providing students with 24-hour connection to the College's Office of Public Safety.
- The College regularly monitors all Wi-Fi Access Points, security cameras, networking devices, and internet traffic levels using a monitoring tool called [PRTG](#). Using PRTG, the IT

Department can monitor the historical and real-time usage of all network segments, including the internet. This allows IT to proactively respond to changes in usage to ensure that all students are enjoying a pleasurable experience, whether it be working on their studies, streaming videos, or playing video games.

- The College also provides [24-hour WC Help Desk support](#) using a cloud-based system called FreshService. While the physical Help Desk is not staffed 24 hours per day, staff continue to monitor and respond to requests that come into FreshService through its automatic routing and email notifications of incoming requests. FreshService also provides real-time feedback to the requester and provides the IT and Physical Plant departments with metrics used to proactively address bigger issues that arise and to measure their responsiveness and customer satisfaction.

Administrative Resources

The College's information technology infrastructure provides sufficient resources to support the effective administration of the College. Examples include:

- The College uses the Jenzabar One platform to host numerous services that support effective administration. The platform includes administrative resources for faculty and those administrators who teach, including grade reporting, academic advising, and indexes and archives for academic reference documents such as academic calendars and course catalogs. The platform also provides administrators with access to appropriate departmental financial monitoring and requisition processing.
- The College also maintains an intranet through Microsoft SharePoint to facilitate workplace collaboration. WC provides all employees with access to Microsoft Office 365 to support workplace productivity; to Paycor for salary, benefits, and performance review information; and to Zoom to promote remote work.

5.B.2

Organizational Support of Mission, Vision, and Core Values

The institution's Mission Statement calls upon the College to "educate, inspire and prepare each student for a life of service and success" and its Vision and Core Values direct and guide the College's advancement of its Mission.

The College operates academic and administrative areas that provide organizational support to specific goals identified in the College's Mission, Vision, and Core Values statements. Examples are noted in the paragraphs below.

The College prepares faculty and administrators who teach and support students to incorporate the College's Mission, Vision, and Core Values into their work through specific activities. The College's [Opening Year Meetings](#), town-hall style gatherings, and workshops have included components on the College's Quaker Heritage and Values. Beginning in January 2023, the Office of Academic Affairs partnered with other administrative offices on Drop-In Trainings for faculty members, which included sessions focused on the Core Values of [academic] Integrity and Peace. The Trainings also included work on integrating career preparation with coursework via internships, promoting the College's vision to "integrate career preparation with the traditions and foundational skills of the liberal arts."

Specific administrative offices also dedicate their efforts towards aspects of the College's Mission,

Vision, and Core Values. The Office of Diversity and Inclusion, named after a College Core Value, “coordinates educational, cultural, and social programs designed to educate and inspire all students. [The Office’s] mission is to promote an inclusive college climate by acting as an educational resource that prepares students to succeed in a diverse society.” The [Center for Service and Civic Engagement](#), also named after a College Core Value, helps mold students into “engaged and effective citizen[s]” through programs that “foster the development of personal values, social responsibility, and a sense of caring for others.”

Supporting the College’s Core Value of Diversity, in Spring 2023 the Office of Admissions created a professional position with a portfolio including responsibility for leading diversity outreach initiatives, the [Admission Counselor and Coordinator of Diversity Outreach](#). This accompanied a coordinated marketing campaign to applicants from diverse populations, highlighting the College’s commitment to diversity, equity, and inclusion.

Resource allocation priorities rooted in the College’s Core Value of Excellence, which “requires the College to support and encourage a commitment to the highest standards in all areas of the College’s mission” governed the [RISE comprehensive campaign](#)’s philanthropic priorities to Invest in People, to Invest in the Living and Learning Environment, and to Invest in a Sustainable Future. The funds raised allowed the College to provide, amongst other initiatives, [campus-wide salary increases in 2022 and 2023, with the plan to provide those raises for the next 5 years](#), [improvements to the College’s residential facilities](#) in 2020, and a [bolstered College endowment](#). See Table 5.1 for an overview of goals and funds raised across the campaign’s philanthropic priorities.

Table 5.1. Together We Rise Campaign Final Report

RISE Campaign Priorities	Goal	Attained	%
Invest in a Sustainable Future	\$24M	\$26,831,649	112%
Invest in the Living & Learning Environment	\$12M	\$14,388,236	120%
Invest in People	\$9M	\$7,818,485	87%
Totals	\$45M	\$49,038,370	109%

Resource Allocation to Support Mission, Vision, and Core Values

The RISE strategic plan identifies several specific goals that provide additional opportunities to support the College’s Mission, Vision, and Core Values. Examples include:

- The College’s [Aspirational Goals](#) and the [Board’s operational goals 2 and 8](#) highlight the importance of investing in and improving the overall diversity of student and employee populations.
- The College’s [Aspirational Goals](#) place Excellence at the heart of its academic mission, calling for students to experience “distinctive academic excellence” through curricular and co-curricular learning that is “infused” with the College’s Core Values.
- The [Board’s operational goals](#) also recognize the foundational importance of the College’s

Mission, Vision, and Core Values to all the College's work and charge the President to lead an inclusive and collaborative effort to review and re-affirm or update those statements as part of re-affirmation of accreditation process with The Higher Learning Commission.

5.B.3

Wilmington College has effective and collaborative processes in place for monitoring its finances. The budgeting process includes all administrative areas. The College's fiscal year runs July 1 through June 30, and planning for the upcoming fiscal year begins in the fall semester, shortly after the start of classes and receipt of the [fall semester student headcount](#).

The President and CFO work with President's Council members on the development of budget priorities based on meetings with constituents within their respective areas. The President and CFO also meet with the Vice President for Academic Affairs on an annual basis to assess financial resource needs of academic programs conveyed through program review reports. Program review reports provide guidance to the College regarding the allocation of resources for personnel and other capital expenses. For example, a Makerspace and technology lab to support the Communication Arts program was created in 2022 due to the [2021 Strategic Program Review process](#).

Students also provide feedback on budgetary priorities of the institution through [student surveys](#). Student input with budget implications is conveyed to the President's Council.

The Finance and Audit Committee (FAC), whose membership includes selected Board members, the Chief Financial Officer (CFO), and the President, is responsible for managing the budgeting process and ensuring the College and individual areas or departments operate within the available financial resources of the institution. The FAC meets regularly to discuss matters of the annual budget, annual audit, and investment practices conducted by the Business Office, as directed by the [College's Investment Policy](#). Final budgets and five-year forecasts are presented to the FAC and, upon approval, to the full Board of Trustees at the quarterly meeting of the Board in July.

For fiscal year (FY) 2023-24, the primary steps and timeline in the budget development process included:

- **Monday, September 12, 2022** – The President and President's Council reviewed the FY 2022-23 budget and began the process of requesting adjustments for the next fiscal year, including additional expenses, one-time costs, and cost reductions within their areas of responsibility and considering feedback from relevant constituents. Each administrative area received data from the Office of Institutional Effectiveness representing 3-year historical trends, current-year budget, and current-year actuals.
- **Monday, October 3, 2022** – All enrollment projections for the fall and spring semesters, along with financial aid and discount rate information, were submitted by the Vice President of Enrollment Management and Marketing to the Business Office.
- **Monday, October 10, 2022** – All inputs from the Offices of Advancement and Student Affairs (including residency totals, projected room and board revenues, and dining revenues), and auxiliary revenues were submitted to the Business Office. In addition, the President and Vice Presidents submitted all inputs regarding budgets for their areas of responsibility to the Business Office.
- **Monday, October 17, 2022** – The Business Office, led by the CFO, prepared a draft FY 2023-24 budget and submitted it to the President's Council for review and approval.
- **January 2023** – The approved preliminary budget and five-year forecast were presented by the

CFO to the FAC and then to the full Board of Trustees. In FY 2022-23, the CFO presented the proposed FY 2023-24 budgets to the Board's FAC at its quarterly meeting in January. The Committee typically considers and recommends the budget to the Board of Trustees at the Board's February or April meeting for Board approval.

To ensure FY 2024-25 budget alignment with the institution's Mission and Core Values, the CFO met with members of the President's Council in January 2024 to review budget requests. The process involved a [new matrix](#), developed in Fall 2023, that assigned weighted points to budget items based on the Mission and Core Values applied to all budget items.

As with the budgeting process, the College has a well-developed process to monitor its finances. The Business Office produces [regular financial statements](#) that include the Statement of Financial Position, Statement of Activities, Unrestricted Cash Flow Projection, Gifts over \$25,000 by contributor, Capital Expenditures, Investment Summary, and Statement of Activity, as well as supporting schedules. All financial statements are sent to the President for review.

The FAC meets quarterly to review and monitor financial data. The [Standard Operating Procedure \(SOP\)](#) includes detailed information on this process.

To assist with an external comprehensive financial analysis of the College's operations, the College hired a respected financial consultant in the summer of 2023. The consultant assists institutions "with strategies to increase their effectiveness and efficiency while staying faithful to their mission." Since July of 2023, the consultant has conducted bi-weekly meetings with the President and regular meetings with members of the President's Council to review financial strategies affecting their respective areas. In October of 2023, the [consultant gave a presentation to the Board of Trustees](#) at their quarterly meeting. The analysis indicated institutional efforts to support the budget should explore mission-aligned revenue-generating initiatives rather than budget reductions.

5.B.4

Quarterly budget projections [presented by the Finance and Audit Committee](#) (p. 32) provide information for institution-wide forecasting, which is monitored closely by the Chief Financial Officer and shared with the President. Since FY 2022-23, the College has successfully balanced each year's budget with modest surpluses, despite significant challenges including declining enrollments and the COVID-19 pandemic's impact on revenue and expenses.

The College's FY 2022-23 operating budget allocated approximately [\\$14.2 million toward operational expenses directly impacting students, including instruction, academic support, and student services](#). This constitutes approximately 52% of the College's total expenses for that fiscal year and is consistent with allocations made during the College's most recent fiscal year, [2021](#) (p.7).

The budget accounts for diversification of academic programs and services and the extension of those services into new markets. [Prospective programs and markets](#) include the Pell-funded Prison Education Program (FY 2024-25); new offerings in workforce development and professional micro-credentialing; and the development of new degree programs in high-growth career fields by way of consortia, course-sharing, and educational partnerships.

To ensure the budget supports the faculty and staff resources necessary to fulfill its mission, in 2022 the [Board of Trustees approved a 3% annual increase](#) (p. 12) to the faculty and staff salary pool over a five-year period. The goal was, and continues to be, "to recognize with gratitude the fundamental

importance of faculty and staff in the fulfillment of the mission of Wilmington College.” The pay increase went into effect on [July 1 for FY 2023-24](#).

Institutional philanthropic goals reflect the College’s intent to support “initiatives that create the best possible environment for student life and learning.” The “Together We Rise!” campaign produced more than \$13.5 million to support endowed scholarships and campus learning initiatives. Specific investments included a \$500,000 pool used to make upward adjustments to faculty salaries in FY 2021-22, \$1.2 million to establish and fund in perpetuity the College’s first endowed professorial chair in Agriculture in [October 2022](#) (p. 3), and \$800,000 to support [Watson Library renovations](#).

The College also makes fiscal allocations to support faculty professional development, make improvements to physical plant resources, and make improvements to information technology resources, all to support its academic operations. Specific examples of these allocations include construction of a new [Occupational Therapy level](#) in the Center for Sport Sciences (CSS), improvements to the [Watson Library](#), and investment in information and classroom technology to support remote learning. The capital improvements cited in 5.B.1 come with notes as to prioritization. This list will guide the Advancement department in soliciting donations to support these needs and guide the Board of Trustees in project approval as funds become available.

WC has strategically sought out external funding to support its priorities, especially in areas of strategic growth based on [market data provided](#) by a consultant. For example, in FY 2023-24, the College was awarded a [\\$400,000 grant](#) from the Ohio Department of Higher Education to implement a new and innovative Social Work Pathway Program, created in partnership with WC, Southern State Community College (SSCC), Cincinnati State Technical and Community College (CSTCC), and Greater Cincinnati Behavioral Health Services (GCBHS). This initiative is tailored to bridge the gap between public and private educational resources and the behavioral health needs of underserved populations in the southwest Ohio region. The institution also [received \\$93,276 in funding](#) from the Ohio Department of Higher Education for mental health services and [\\$119,414 for the Great Minds Fellowship](#) program as a means for attracting and retaining students entering the behavioral healthcare workforce.

Regarding external support, the institution applied for and was awarded \$3.2 million in federal Employee Retention Credit (ERC) funds, a COVID-related tax credit by the Internal Revenue Service. Those funds will be applied to the operating budget in FY2024-25 and used to support strategic initiatives.

Sources

- 5.A.1 Code of Regulations
- 5.A.1 Code of Regulations (page number 9)
- 5.a.2 10 2023 Campus Courier
- 5.a.2 10 2023 Campus Courier (page number 4)
- 5.a.2 Gray Assoc Results 2021-22
- 5.b.1 2024-03 Building and Grounds
- 5.b.1 Bd Minutes 10-2023
- 5.b.1 Distance Learning Kits_Costs
- 5.b.1 FIA Upgrade

- 5.B.1 FreshService Console
- 5.b.1 HVAC Grant
- 5.b.1 Microsoft Defender Console
- 5.B.1 Milestone Camera Console
- 5.B.1 MSA Campus Master Plan 2019
- 5.b.1 MSA Crafting Community
- 5.B.1 PRTG Console
- 5.b.1 Sports
- 5.b.1 Wi-Fi
- 5.b.1 Wi-Fi Upgrades
- 5.b.1 Wilmington College_Zoom
- 5.B.1_Emergency Call Lights
- 5.B.1_Occupational Therapy Press Release_12.12.22
- 5.B.1_Peace Resource Center NEH Award_Retrieved 2.23.23
- 5.b.2 Admission Counselor and Coordinator of Diversity Outreach
- 5.b.2 BG MINUTES 4.17.2020
- 5.b.2 MESSAGE FROM THE PRESIDENT — WC Receives Record-Breaking Estate Gift
- 5.b.2 Raises President email
- 5.B.2_BoT Eight Operational Goals
- 5.B.2_Center for Service and Civic Engagement_Retrieved 2.26.23
- 5.B.2_Opening Year Meeting_January 2023
- 5.B.2_RISE Aspirational Goals_Retrieved 2.26.23
- 5.B.2_Together We Rise_Retrieved 2.26.23
- 5.b.3 14day Count
- 5.b.3 comprehensive_strat_review
- 5.b.3 comprehensive_strat_review (page number 221)
- 5.b.3 Core Values Matrix
- 5.b.3 Finance and Audit Presentation
- 5.b.3 Investment Policy
- 5.b.3 Student Satisfaction Survey FA23
- 5.b.3 WC FY2223 Draft Audited FS
- 5.B.4 Corey August 8 2023 Email
- 5.b.4 Greatminds Grant
- 5.b.4 Mental Health Grant
- 5.b.4 OT Launch
- 5.b.4 OT Launch (page number 3)
- 5.b.4 Social Work Grant
- 5.B.4_Audited Financial Statements 2022
- 5.B.4_Audited Financial Statements 2022 (page number 7)
- 5.B.4_Audited Financial Statements_2021
- 5.B.4_Audited Financial Statements_2021 (page number 7)
- 5.B.4_BoT Advancement Report_October 2022
- 5.B.4_BoT Advancement Report_October 2022 (page number 3)
- 5.c.4 BOT March 2024_Final
- 5.c.4 BOT March 2024_Final (page number 32)
- 5.C.4_Finance and Audit Committee Presentation_April 2022
- 5.C.4_Finance and Audit Committee Presentation_April 2022 (page number 12)
- Admin_Support_Handbook
- Admin_Support_Handbook (page number 14)

- Admin_Support_Handbook (page number 23)
- Admin_Support_Handbook (page number 37)
- Faculty Handbook 2023-24
- Faculty Handbook 2023-24 (page number 20)
- Faculty Handbook 2023-24 (page number 28)
- Faculty Handbook 2023-24 (page number 63)
- Faculty Handbook 2023-24 (page number 168)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1

WC allocates its resources in alignment with its mission and priorities. Since AY 2021-22, the [RISE Strategic Plan](#) has effectively guided the allocation of resources and priorities through AY 2023-24. As outlined in the RISE Aspirational Goals, four key priorities align directly with the campus Mission, each noted below:

1. **Recognize & Respond** to opportunities to effectively market and communicate WC's Mission, Vision, and Quaker values.
2. **Inspire & Invest** in WC people, programs, technology, and infrastructure.
3. **Shape & Strengthen** the WC community by enhancing resources, recognition, and engagement.
4. **Effectively Educate** all WC students in a comprehensive, cohesive, relevant educational environment where students learn and launch their personal and professional lives.

Budget planning processes require alignment beginning at the department level and proceeding through the administrative departments, the President's Council, the President, and finally the Board of Trustees. The four RISE priorities also drive allocating and budgeting unrestricted endowment funds. All budget planning and allocating is based upon current capacity and fluctuations in the College's revenue sources, enrollment, fundraising, and the economy.

In addition, facilities evaluation and planning for the long term is evidenced by a series of plans. The [2020 Crafting Community campus site master plan](#) was updated and presented by architects. The campus landscape plan created in 2011 is being executed by maintenance staff and agriculture students. This landscape plan was revised and integrated into the overall 2020 updated campus master plan.

Connecting Budget Allocations to Plans and Priorities

The Board of Trustees, in their four Plenary (Business) meetings per year, demonstrate their awareness of the fiscal condition and take an active role in the evaluation and approval of the [administration's recommended actions](#) (p. 6) based on operational and strategic plans. The endowment balance between 2020 and 2023 shows 18% growth from \$54.6 million in 2020 to \$64.4 million in 2023 (See Table 5.2). The [most recent comprehensive campaign's](#) philanthropic priorities to Invest in People, to Invest in the Living and Learning Environment, and to Invest in a Sustainable Future included adding \$6.9 million to the endowment.

Table 5.2. Endowment Portfolio Balances (2020-2023)

Date	Endowment Balance
6/30/2020	\$ 54,618,926
6/30/2021	\$ 65,614,900
6/30/2022	\$ 54,805,802
6/30/2023	\$ 64,426,845

Rather than depending on the endowment, the Board of Trustees has prioritized resolving budget deficits by exploring Mission-connected, [revenue-generating opportunities](#) (p. 2). As outlined in Table 5.3, [budget projections](#) that consider these initiatives, among others, ensure a balanced budget.

The Pell-funded [Prison Education Program](#) (p. 58-71, 108) provides an example of a Mission- and Core Values-aligned program based on the Aspirational Goal to Inspire and Invest in new programs. Beginning in July 2023, the federal government recommitted Pell Grants to prison populations. Today, Pell Grants are worth a maximum of \$11,017 per student, annually, across three semesters. The program expands enrollment by 105 students each year for the first two years, based on full capacity at three locations. Proforma projections indicate the program is expected to generate net revenue of \$457,980 in year one and \$844,560 in year two. Wilmington College received approval by the Higher Learning Commission to offer courses in the prisons beginning in May 2024.

With a commitment to Effectively Educate its students, the [Board approved](#) (p. 4) investing in a minimum of four [Rize Education](#) hybrid academic programs during FY 2023-24. Rize Education is an online consortium that allows institutions to integrate a few Rize online consortium courses among existing courses to develop new programs. To date, the APC and Faculty have approved academic degree programs in Public Health, Sports Nutrition, Logistics and Supply Chain Management, and Cyber Security. Data from a [consulting firm](#) were used to assess both Mission and job-market fit for each of the hybrid programs. Proformas associated with the Rize Education programs indicate a net revenue of approximately \$1 million over a 3-year period.

The College is engaging additional revenue opportunities, as reflected in the approved budget for FY 2023-24, in the areas of workforce development and micro-credentialing and facilities rentals, together expected to return approximately \$60,000 to the operating budget in revenues. These programs are intended to Shape and Strengthen, in line with the RISE Strategic Plan. In Fall 2023,

the College partnered with [Ed2Go](#), which offers thousands of high-demand trainings and certifications for students and working professionals, as its choice credentialing platform.

Table 5.3. [Total Budget Impact of Revenue Initiatives](#)

Revenue	Year 01	Year 02	Year 03	Year 04	Year 05
Prison Program	\$457,980	\$844,560	\$844,560	\$844,560	\$844,560
Summer Rentals	\$39,485	\$47,382	\$56,858	\$68,230	\$81,876
Online Program	\$568,912	\$625,884	\$688,384	\$757,222	\$832,944
Workforce Dev	\$22,480	\$76,280	\$135,530	\$164,920	\$171,670
Corporate Sponsorship	\$50,000	\$150,000	\$200,000	\$200,000	\$200,000
Total Revenue	\$1,138,857	\$1,744,106	\$1,925,332	\$2,034,932	\$2,131,050

5.C.2

WC connects the assessment of student learning to the evaluation, planning, and budgeting of programs and facilities by way of regular program review. All long-form program review reports involve analysis of strengths, weaknesses, opportunities, and threats affecting academic programs. Findings are used to inform decisions related to academic planning, resource allocation, faculty hiring, and curriculum development.

During the 2021-22 academic year, the College conducted a more comprehensive strategic academic review of all academic programs and resources. The goal of the strategic academic review was to effectively link the academic mission to budget and planning. According to the [RISE Strategic Academic Review Template](#), the overarching purpose of the program review was “to identify and prioritize the strategic initiatives that will drive the accomplishment of the WC Mission, RISE Strategic Vision, and Aspirational Goals.” The review asked faculty within each program to assess:

1. Purpose, Development and Essentiality to the WC Mission
2. External Demand (outside of WC)
3. Internal Demand (within WC)
4. Quality of Inputs (key program elements)
5. Quality of Program Outcomes
6. Student Persistence, Retention, Graduation Rates, Degrees Awarded, Number of Minors
7. Strategic Future of the Program

Two examples where the findings and recommendations from the review process led to significant investments in technology and physical plant improvements are outlined below:

- The strategic program review of the College’s Communication Arts programs found that [installing a multi-media laboratory](#) (p. 191) would allow for expanded programmatic offerings,

[increase capacity and efficiency](#) (p. 208) of course delivery, and improve student perceptions about the quality of the Communication Arts programs, which aids in [recruitment and retention](#). (p. 221) These findings led the Communication Arts faculty to recommend the College [invest in a multi-media laboratory](#) (p. 221) which the College funded at a cost of \$52,000 and installed during the summer of 2022.

- The strategic [program review of the College's Watson Library](#) found that broad investment in the technology, physical space, and other resources available to students would “contribute to sustainable program enrollment growth, improved retention, and enhanced program outcomes.” Acting upon these findings, the Board of Trustees’ Distinctive Academic Excellence Strategic Advisory Committee led a review process of the Library’s resources, culminating in the Board’s allocation of \$800,000 to support [Library renovations](#) (p. 4).

5.C.3

WC pursues a dynamic, mission-driven planning process that engages internal constituents, including faculty, staff, and students, and external constituents like alumni, donors, community members, and others as appropriate. Planning processes are collaborative and regularly involve both internal and external stakeholders through shared governance structures, Town Hall-style meetings, ideation sessions, virtual meetings, surveys, or other venues.

Internal Constituents

All quarterly Board of Trustees Meetings include plenary sessions [open to the entire campus community, including students, faculty, staff and members of the Wilmington Yearly Meeting](#). Every effort is made to locate the meetings in spaces that can accommodate large numbers of guests. A Zoom link is also provided for those who wish to attend virtually or in the case seating capacity is exceeded. Questions and comments are solicited through the @AskWC email, monitored by the Chief of Staff throughout the meetings.

The Board of Trustees in July 2023 [created a new committee structure](#) (p. 8) reflective of the institution’s operational areas. Already pacing ahead of the RISE Strategic Plan and its initiatives, the Board opted to align its committee structures with the College’s existing academic and administrative operations. Committee chairs are supported directly by President’s Council members and regularly collaborate with campus community members. Clerks/Chairs of these committees join the Executive Committee. The new structure includes both standing (*) and ad hoc committees, as noted below:

- Academic Affairs and Enrollment Management
- Advancement
- Buildings and Grounds
- External Relations, Marketing, and Communications
- Student Affairs
- Finance and Audit*
- Quaker Connections*
- Trusteeship*
- Executive*

As indicated earlier under section 5.A.1, multiple ongoing efforts seek to engage the internal constituencies in listening sessions, facilitated all-campus visioning sessions, and through the email

address @AskWC. An [Executive Summary](#) of the visioning process, published in March 2024, will also be made available to the campus community and shared with the Alumni Council.

During Fall 2022, 24 members of the campus community, representing all areas of the College, gathered to engage in an all-day Ideation Workshop with a consultant. The workshop's purpose was to generate ideas for revenue-generating programs aligned with the Mission, Vision, and Core Values of the institution. More than 60 ideas were generated, critiqued against strategic criteria, prioritized, and categorized as those with immediate impact and those with long-term impact. Those ideas were presented to the Board of Trustees in [February](#) and [April](#) 2023 and used to guide the visioning process.

Both the Faculty Meeting and Staff Council meet in regularly scheduled sessions during the academic year. Members of the President's Council and the President are often invited to attend to take questions or provide updates. Student organizations also meet individually and collectively through the Student Government Association. In addition, most internal committees involving administration and staff have student representatives appointed to them to fully participate in discussions.

External Constituents

The College also considers the perspectives of external constituents like the local business community, government, affiliated groups, and the College's alumni base, via the College leadership's engagement with those constituencies. Leadership engagement provides a wide range of input to the College as well as opportunities for administration, faculty, staff, and students to participate in seminars and other programming. Examples are noted below:

- The Wilmington Yearly Meeting (WYM) serves as an external constituency and meets regularly with WC administration and Board members. WYM collaborates with the College and must approve any amendments to the College's Articles of Incorporation and all new Board of Trustees members. Also, WYM names a College Committee whose charge is to monitor and cultivate the relationship between the College and WYM communities. In July 2023, WYM held its yearly gathering on the Wilmington College campus and included an item on the agenda titled [Wilmington College Report](#) presented by the President.
- The Wilmington College [Alumni Council](#) meets quarterly. The Alumni Council exists to create and expand positive engagement amongst the entire College community. The Council actively seeks opportunities to cultivate relationships with alumni of all ages and places, while providing a welcoming organization for students, faculty, staff, friends, and parents. The Council accomplishes this mission with organized communication, events, programs, and services by providing support and feedback to the College where the Council believes it will deliver positive impact on WC students and the greater community. Alumni are the primary audience of the College's [award-winning LINK magazine](#).
- College administrators also meet semi-annually with partners in the [Ohio Athletic Conference \(OAC\)](#). The OAC Commissioner hosts bi-annual meetings of all OAC executive administrators and regular meetings with Athletic Directors to encourage and enable sharing of information, issues and ideas.
- The College is a sponsor of the [Clinton County Workforce Collaborative \(CCWC\)](#) that seeks to tackle the critical and multi-faceted issues surrounding workforce development, retention, and recruitment in Clinton County and the surrounding region. The CCWC is composed of business, education, non-profit, government, and economic/community development partners, and is open to anyone from these sectors who would like to become more involved in

- collaborative solutions to current workforce challenges. The Vice President for Community and Business Development attends regular meetings of the CCWC and provides updates to members of the President's Council and the Director of Career and Workforce Development.
- Community involvement also includes a College trustee who serves as Vice-Chair of the [Wilmington-Clinton County Chamber of Commerce](#) and a member of the College's faculty who serves as the Chamber's Secretary.
 - The College sponsors one member each year in the [Clinton County Leadership Institute's](#) Leadership Clinton (LC) program. The training focuses on servant leadership. Participants are oriented to various aspects of the community and asked to do a service project as a group before the program ends in April. In 2023, the Director of Institutional Effectiveness attended the LC program on behalf of the College.
 - The College belongs to the [Association of Independent Colleges & Universities of Ohio \(AICUO\)](#), which provides information on and legislative advocacy for member institutions. The College's chief of staff regularly participates in the Association's activities. AICUO is affiliated with the [Council of Independent Colleges \(CIC\)](#), the major national organization focused on providing services to leaders of independent colleges and universities and state-based councils. CIC offers conferences, seminars, publications, and other programs and services that help institutions improve educational quality, administrative and financial performance, student outcomes, and institutional visibility. Eligibility for CIC membership is open to all small and mid-sized private, nonprofit colleges and universities in the United States that show a commitment to the liberal arts; similar institutions located outside the United States; and two-year independent institutions. Nonprofits that support independent higher education are eligible to be CIC members.
 - WC is a full participating member of [Strategic Ohio Council for Higher Education \(SOCHE\)](#), taking advantage of its many programs. SOCHE, formed in 1967, is a regional consortium of colleges, universities, and businesses advancing higher education through academic collaboration, corporate and community partnerships, and student success. SOCHE connects students, educators, government, businesses, employers, and other organizations to share information, access professional development opportunities, and close workforce gaps through increasing internships and research projects.
 - The [Greater Cincinnati Collegiate Connection \(GC3\)](#) advocates for higher education and uses the collective strength of its institutional members to positively influence the value of higher learning in the Greater Cincinnati region. It promotes professional development and opportunities for collaborative learning to advance the effectiveness of all members. A sample of the offerings is at GC3's [Virtual Trainings](#) site. Through cross-registration and other programs, GC3 members serve more than 138,000 students and their families, helping every student – of every age, ability, and aspiration – discover the spark that drives their personal success and achievement. GC3's collaborative network of professors, instructors, and administrators represents one of the nation's most accomplished and knowledgeable collections of subject experts and thought leaders and serves as a leading voice on higher education trends and issues in Greater Cincinnati and around the U.S.

The [Spring 2024 Presidential Search Committee](#) is a notable example of both internal and external constituent collaboration. Membership on that Committee included the Board, Faculty, Staff, Administration, Students, and the Wilmington Yearly Meeting who worked together to lead the executive search process.

5.C.4

Current planning incorporates the institution’s need to increase enrollment and revenues in response to internal and external conditions. The College is a tuition-dependent institution facing the [financial challenges](#) (p. 1) many institutions, nationwide, face because of demographic shifts and declining enrollments among traditional undergraduate students. The institution carefully monitors its financial position and capacity to fulfill its mission and adjusts its strategic priorities accordingly. The Chief Financial Officer oversees the process of budget development, which allows for flexibility to adapt to changing circumstances.

The College’s budget development process accounts for and responds to fluctuations in enrollment. Each semester, the Business Office uses actual [14-day enrollment counts](#) to [update the budget](#) (p. 2) for the current fiscal year and implement mitigation steps when necessary. Regular updates from the Office of Admissions to the Business Office regarding anticipated enrollment goals allow the Business Office to complete proforma [operating budgets for upcoming fiscal years](#) (p. 15-19).

Enrollment Trends

Trend data are used to project future enrollments. It is easier for budget planning purposes to predict enrollment revenue based on 14-day projections. The Office of Institutional Effectiveness provides weekly enrollment data to all employees. Spreadsheets embedded within the weekly report contain persistence and retention data for all enrollment types. Complete studies of [cohort time to graduation](#) and [annual graduation by major](#) are updated annually to assist in budget and planning.

COVID-19 had a negative impact on enrollment for all colleges including WC, especially regarding traditional undergraduate residential and commuter students. Since 2020, Main campus undergraduate enrollment has been trending down. The Fall 2022 14-day count census totaled 969 Main campus undergraduate students, including 946 full-time and 23 part-time. The Fall 2023 enrollment census totaled 909 undergraduate students, including 887 full-time and 22 part-time (see Table 5.5 for a full enrollment summary). These data show a 7% decline among traditional undergraduate Main campus students year-on-year. In addition, the College monitors and assesses the impact of the average discount rate for undergraduate students, which was [54% in FY2122, 55% in FY2223, and projected at 54% for FY 2023-24](#).

Graduate programs are showing enrollment growth, up 29% over the past academic year. In the prior 2022-23 academic year, 31 students were enrolled as full- or part-time graduate students compared to 40 students in 2023-24. Summer semester enrollment has also steadily increased on the Main campus. Table 5.4 shows the summer semester enrollments in undergraduate courses on Main campus.

Table 5.4. Summer Enrollment Data 2021 to Present

Term	Enrollment Hours
SU21	538
SU22	667
SU23	736

This increase is in part due to more summer courses being offered both in person and online, providing greater access to students who might not be able to attend in person. Several new initiatives work to address enrollment declines, as outlined in Core Component 5.C.1, including the new Prison Education Program and the Rize Education initiative.

Table 5.5. Enrollment Data by Semester 2017-Present; Beginning FA21, totals include full-time graduate students (enrolled in 9+ hours per IPEDS definition)

Term	New Students	New Transfers	Total New	Total Return	# Full-Time Main Campus	Term	# Full-Time Main Campus	Ratio SP to FA
FA17	307	42	349	695	1,044	SP18	937	89.8%
FA18	385	65	450	653	1,103	SP19	989	89.7%
FA19	341	59	400	697	1,097	SP20	967	88.1%
FA20	308	61	369	698	1,067	SP21	949	88.9%
FA21	230	48	278	662	940	SP22	845	89.9%
FA22	322	33	355	591	946	SP23	825	87.2%
FA23	263	32	295	593	887	SP24	814	91.8%

5.C.5

The Board of Trustees began, in February 2023, [a series of one-day facilitated retreats](#) to reflect upon the College’s Mission and other matters of fiduciary and strategic significance, including long-term planning. Preparation for the February 2023 retreat included a [written orientation to the “higher education landscape”](#) which the College’s then-President also discussed during the retreat. The preparatory materials and the President’s remarks focused on two evolving external factors, enrollment decline and shifting consumer attitudes toward the cost of higher education and perceived return on investment (ROI).

Since then, the current College administration has embraced the charge to address these evolving external factors. In April 2023, the Board of Trustees presented the Interim President with goals from the previous administration. These were featured in the [Presidential Address](#) to the campus community during the Board of Trustees Quarterly Meeting in April. The Interim President’s Report outlined several goals pertaining to demographic shifts and related economic impacts. Per the report, regarding the budget, the President or a designee would:

- Explore non-tuition-based innovations and provide recommendations with resource needs and timelines for implementation;

- Develop financial assessment of academic programs and present recommendations for closure, reduction, sustainment, or investment where applicable;
- Assess current value and use of college properties to consider as a potential revenue source or vehicle to generate alternative revenue;
- Seek opportunities to reduce expenses.

Realignment of Cincinnati Branch into Online Programming

The past President, responding to the Board of Trustees' October 2022 charge to present a plan to balance the College's budget by FY 2025-26, also recommended [re-envisioning the College's Cincinnati Branch](#). The recommendations considered external factors including the increased market demand for online delivery of instruction. The move to online education was further driven by the global pandemic. The Board advised on and approved the programmatic changes related to closing the College's Branch campus and bringing its programs to an online platform. This change was seen as necessary by the administration as the student demand for online offerings has only continued to increase.

Alongside its main campus traditional population, the adult learners who were served for many years by the Cincinnati branch now belong to Wilmington Online, which is an option for all students. Wilmington Online has since added several undergraduate programs as well as a graduate program in Organizational Leadership. Wilmington Online programs have 44 students enrolled, including 33 undergraduate and 11 graduate students.

5.C.6

The College implements its plans to systematically improve its operations and student outcomes through regular review of goals, objectives, benchmarks, and outcomes from comprehensive strategic planning.

Strategic Plan Review

Since 2021, the institution has been successful in implementing most of the initiatives included in the RISE plan. Two highlights of systematic improvements driven by the plan are noted below:

Review of Student Success Model

The Shape & Strengthen aspirational goal of the RISE strategic planning process (discussed in 5.A.2 and noted above) [charged the College](#) to re-envision student success and engagement by "develop[ing] and implement[ing] a comprehensive retention action plan with new defined leadership, realigned personnel, and defined financial resources." The Quaker Compass initiative emerged from this charge.

A collaborative, inclusive process, the Quaker Compass initiative (initially known as Quaker Promise) first engaged the College's internal constituencies, [including trustees, faculty and staff](#), and students, to [demonstrate the College's "institutional commitment](#) to connect incoming students and their families to the campus and Wilmington Community. Development of the [Quaker Compass initiative](#) prioritized seamless delivery of student engagement and support efforts that would promote inclusiveness, make efficient use of financial resources, and improve student retention.

Quaker Compass incorporates several of the College's extant first-year student engagement programs, including [Student Orientation and Registration \(SOAR\)](#), the [First-Year Experience course](#),

and the [Scholars of Promise](#) scholarship award competition. Additional initiatives developed to complement these programs include the [Wilmington College Connections](#) peer-mentorship program and the [Preparing to Be a Student-Ready Campus](#) faculty and staff training program.

Website Review and Redesign Strategy

The Recognize & Respond aspirational goal of the RISE plan underscored the need to enhance and expand institutional marketing. Specifically, the plan called for “immediate investment in marketing to increase visibility via digital, print and events” and, specifically, an upgrade to the College website.

To that end, the College hired EAB to overhaul and improve its website with the goals of improving the user experience, incorporating more immersive content, and directing audiences to specific academic programs and content areas. The [website launched in July of 2023](#). Performance data are provided via a real-time dashboard. Data from this dashboard provide insights and trend information on number of Sessions, Total Views, Total Users, Engagement Rate, Metrics by Page, etc., enabling the recruiting team to evaluate effectiveness of campaigns and focus on efforts that succeed while eliminating efforts that are ineffective.

Capital Investment Review

A [comprehensive list](#) of needed capital projects is maintained and reviewed by the Board of Trustees and VPITO, who provides project management assistance. The current list contains 191 items totaling over \$17 million, scored on a rubric that ranks projects based on support of the institution’s Mission and Core Values in addition to the following five factors:

1. Failure Would be Catastrophic
2. Impacts Student’s Daily Life
3. Impacts Student’s College Experience
4. Impacts Student’s Educational Experience
5. Impacts Recruiting

Priority improvements based on the rubric rankings include HVAC improvements to the Austin and Pickett Residence Halls and the replacement of all windows and furniture. Three additional capital improvement projects are ranked next on the priority list. First is a complete resurfacing of the running track, for which 90% of the funding has been identified. The College has been invited to host the Ohio Athletic Conference outdoor track and field championships in the spring of 2025. The running track in Williams Field needs resurfacing to meet the appropriate specifications to qualify for such an event. Also listed for 2024 are renovations to Bailey Hall that include an accessible entryway and business center, for which 50% of the funding has been raised, and replacement of the Pyle Center elevator, which is 90% funded.

The College began an [\\$800,000 renovation to the Watson Library](#) in Fall 2023. Once completed, it will include two additional seminar rooms, the Center for Teaching Excellence, and other functional enhancements. “This endeavor represents the largest library renovation in more than half a century when an addition to the west side of the original building was completed in 1965.”

[Information technology capital improvements](#) from 2022-23 through and beyond 2028-29 include various areas of technology that are scheduled to be replaced or upgraded due to end-of-life, discontinuance of support, or enhancements to existing platforms.

Review of Governance and Policy Documents

The College's Board of Trustees conducted a comprehensive review of its governing documents, with assistance from legal counsel, in 2021-2022.

The College's Faculty Handbook also underwent [significant review](#) in the months before submission of the College's Assurance Argument to the Higher Learning Commission. The review, conducted collaboratively between the College's administration and faculty, constituted a technical, non-policy focused update for the purpose of providing the Commission with reliable evidence about "the College's current administrative structures, terminology, and practices."

A New Vision

The change in presidency in April 2023 provided the administration an opportunity to review whether the RISE strategic plan could continue to direct improved operational and student outcomes. Enrollment pressures brought on by the COVID-19 pandemic and demographic shifts in undergraduate target populations have led many like institutions to reassess their strategic goals. Wilmington is not unique here.

Fortunately, simultaneous efforts of the campus community to engage in a facilitated ideation process, and the Board of Trustees to participate in a visioning retreat, meant a foundation had been laid for the institution to consider a new strategic direction. Stitching the two together would be the path forward. The RISE Plan was developed and launched during the COVID-19 pandemic, under a previous administration, and fails to adequately capture the ever-evolving higher education environment. In effect, the institution has outpaced its strategic plan. The need to stay agile and responsive to the market has pushed Wilmington College toward a new vision, which is currently in progress.

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

5.S

Wilmington College (WC) exhibits robust institutional effectiveness, demonstrated through effective shared governance, systematic decision-making, and active involvement of all stakeholders in line with the Quaker decision-making model. This approach fosters open communication and collaboration across various committees, promoting an inclusive environment where faculty, staff, and students contribute meaningfully to the governance and advancement of the institution. The Board of Trustees, through a transparent and inclusive committee structure, plays a vital role in policy-making, financial health monitoring, and ensuring the alignment of institutional operations with its mission and goals.

The college's administrative structures, including the President's Council, Academic Council, and various faculty, staff, and student bodies, work in concert to ensure integrated communication and collaborative decision-making. Key initiatives, such as the campus-wide visioning process and listening sessions, exemplify the college's commitment to engaging its community in meaningful dialogue and decision-making.

The institution's emphasis on data-driven decision-making is evident in its use of tools like Jenzabar One and partnerships with organizations like EAB, which enhance its capabilities in student information management, enrollment marketing, and financial aid optimization. The college's resource allocation reflects its dedication to quality education and student success, with significant investments in faculty, staff, operational infrastructure, and technology.

WC's approach to governance and administration is deeply rooted in collaborative processes and informed decision-making, reflecting a strong alignment with its mission and strategic priorities. The institution's effective use of resources, commitment to continuous improvement, and proactive engagement with internal and external stakeholders position it well to navigate future challenges and opportunities in higher education.

Sources

There are no sources.