

Ohio
Wesleyan
University



2009 SELF-STUDY REPORT



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Resource Room

The following is a list of materials that will be available in the Resource Room. Many of these items are referenced in the Self-Study Report by giving their number in parentheses. In the likely event that additional items are available in the Resource Room, a supplemented list will be available to the visit team when they arrive on campus.

1 Catalogs

- 1.1 2008-09
- 1.2 2007-08
- 1.3 2006-07
- 1.4 2005-06

2 Handbooks

- 2.1 Student Handbook
- 2.2 Faculty Handbook
- 2.3 Hourly Handbook

3 Statements about Ohio Wesleyan

- 3.1 *Ohio Wesleyan's First Hundred Years*
- 3.2 *Noble Achievements: The History of Ohio Wesleyan from 1942-1992*
- 3.3 *Colleges that Change Lives*
- 3.4 IIE Open Door Report
- 3.5 Statement of American Association of University Professors
- 3.6 Alumni Association Mission Statement
- 3.7 *Colleges of Distinction*
- 3.8 Code of Regulations
- 3.9 Statement of Investment Policies and Objectives
- 3.10 The Chronicle of Higher Education
- 3.11 U.S. News and World Report
- 3.12 OWU in the Media
- 3.13 Action Establishing Departmental Boards
- 3.14 Templeton
- 3.15 Newspaper Articles

4 Minutes and Reports

- 4.1 Board of Trustees
 - 4.1.1 Board of Trustees Directory
 - 4.1.2 Board of Trustees Books
- 4.2 Academic Policy Committee
 - 4.2.1 Position Request Form
 - 4.2.2 Position Requests Granted
 - 4.2.3 APC Meeting Minutes

4.3 Faculty Personnel Committee

- 4.3.1 Faculty Review Form
- 4.3.2 FPC Meeting Minutes

4.4 Faculty Staffing Studies

4.5 Assessment Committee Minutes

4.6 President's Commission on Racial and Cultural Diversity

4.7 Faculty Meeting Minutes

4.8 University Charter

4.9 Sibson Consulting

4.10 Introductory Best Practices

4.11 GLCA *Beacon*

4.12 Remembering Mr. Rickey

4.13 Maguire Associates

4.14 Teaching, Learning and Cross Cultural Programming Minutes

4.15 Alumni Employed by OWU

4.16 Master Facilities Plan

4.17 Institutional Agenda

4.18 Steering Committee

4.19 Steering Committee Working Groups

4.20 University Review Committee

4.21 Five Colleges of Ohio

5 Publications

5.1 *Ohio Wesleyan Magazine*

5.2 *LIS Connections*

5.3 Admission Brochures

5.3.1 Viewbook

5.3.2 Greek Life

5.3.3 Research

5.3.4 Athletics

5.3.5 Internships

5.3.6 Departments and Programs

5.4 Commencement Programs

5.5 *The Historian*

5.6 *OWL*

5.7 *Confiscated*

- 5.8 *Transcript*
- 5.9 Connect2OWU
- 5.10 Bulletin
- 5.11 *Opportunity Knocks*

6 Studies Performed

- 6.1 Art & Science
- 6.2 Campus Master Plan
- 6.3 CIRP
- 6.4 Dehne Study
- 6.5 Employee Survey
- 6.6 General Education Review
- 6.7 Noel Levitz
- 6.8 NSSE
- 6.9 Ologie
- 6.10 Retention
- 6.11 Strategic Planning
- 6.12 Student Success and Satisfaction Survey
- 6.13 Teagle
- 6.14 Greek Life Task Force
- 6.15 Alumni Volunteering Study
- 6.16 MGT Space Audit
- 6.17 Studies by the Institutional Researcher
- 6.18 Recreation Study

7 Campus Programming

- 7.1 OWULAB
- 7.2 Celebration of Scholarship
- 7.3 Summer Science Research Symposium
- 7.4 Arneson Institute
- 7.5 Woltemade Center
- 7.6 TEW Grants
- 7.7 Speakers and Programs
 - 7.7.1 Sagan National Colloquium
 - 7.7.2 Performing Arts Series
 - 7.7.3 Theatre and Dance Programs
 - 7.7.4 TLCCPC Faculty Seminars
- 7.8 Study Away
- 7.9 Countries Represented by the Student Body
- 7.10 Sagan Academic Resource Center
 - 7.10.1 Writing Resource Center
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- 7.11 Lilly Grant
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- 7.15 Spring Break Mission Week
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- 7.17 Perkins Observatory
- 7.18 Alumni Achievements
- 7.19 Orientation Schedule
- 7.20 Philadelphia Center
- 7.21 FitOWU
- 7.22 Strand Theater
- 7.23 Community Service Programming
- 7.24 Rock Jones Inauguration Program and Speech

8 Departmental Assessments

- 8.1 Feedback Rubric
- 8.2 Assessment Plans
- 8.3 Feedback From Assessment Committee
- 8.4 Assessment Reports

9 Assessment Reports

- 9.1 ENG 105 Assessment
- 9.2 Writing Assessment
- 9.3 Transcript Study
- 9.4 Watson-Glaser Critical Thinking Assessment
- 9.5 Foreign Language Assessment
- 9.6 Senior Exit Interviews
- 9.7 Q Assessments
- 9.8 Periodic Assessments

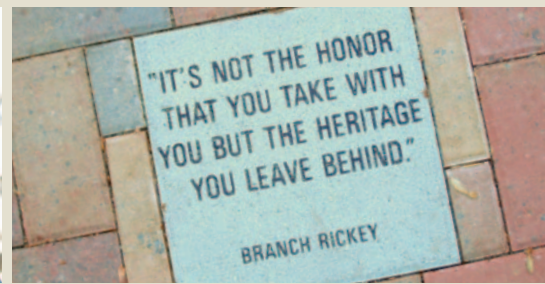
10 Federal Compliance

- 10.1 Audits
- 10.2 Public Safety Report

11 Accreditation Reports

- 11.1 2009 Self-Study Report
- 11.2 1999 Self-Study Report
- 11.3 1999 Visit Team Report
- 11.4 2001 OWU Report
- 11.5 2004 OWU Report

INTRODUCTION



Introduction

Ohio Wesleyan University is an independent, selective, undergraduate liberal arts institution enrolling about 1,850 students, almost equally men and women, from 43 states and 50 countries. The multicultural enrollment includes 9% U.S. multicultural students and 9.5% international students. The University is strongly committed to racial, ethnic and cultural diversity. The 2008 freshman class presented an average SAT score range of 1040-1290, and 30.4 percent of the students ranked in the top 10 percent of their high school classes.

Outstanding teaching is a hallmark of the University, which is probably best known for the quality and accessibility of its faculty. Ohio Wesleyan employs 138 full-time faculty, of whom 37 percent are female and 98 percent hold the Ph.D. or highest degree attainable in their fields. The University also employs 44 part-time faculty.

The University confers the Bachelor of Arts, Bachelor of Fine Arts and Bachelor of Music and offers combined-degree (3-2) programs in engineering, interdisciplinary and applied science, medical technology, optometry and physical therapy. Degrees are offered through 22 academic departments and 10 interdisciplinary programs. Distinctive features of the academic program include the Arneson Institute for Practical Politics and Public Affairs; the Woltemade Center for Economics, Business and Entrepreneurship; the Sagan National Colloquium; a four-year Honors Program and extensive opportunities for independent research, internships and off-campus study.

Ohio Wesleyan was first accredited by the North Central Association of Colleges and Schools in 1913. This accreditation has continued uninterrupted for almost a century. Our last site visit from the Commission on Institutions of Higher Education (currently the Higher Learning Commission) of the North Central Association was in March 1999 (11.2). Upon the recommendation of the visit team, our next comprehensive evaluation was scheduled for 2008-09 (11.3). Two progress reports were required, one in December 2001 and the other in December 2004. These reports summarized tuition discount data, enrollment data and revenues and expenditures (11.4-5).

History

In Spring 1841, Adam Poe, the first minister of the Delaware village's new Methodist Church on William Street, had a vision. He trudged up and down the muddy ruts of Winter Street to beg for pledges from stalwart Delaware citizens. If they could, together, raise \$10,000, Poe could buy Judge Powell's old Mansion House near the sulfur springs at the top of the hill. Poe planned to turn the hotel into a university "that would be a light on the hill to enrich both Church and Society." In 1842, Poe's vision became reality and Ohio Wesleyan University was founded by the Methodists.

"In 1842, we had an idea for what a liberal arts college should be. An all-encompassing source of knowledge that challenged its students to succeed and serve. A forum that invited diverse ideas and new ways of thinking. It was cutting edge then, and it still is today. We push boundaries. Create opportunities. And prepare students to make an impact in an ever-changing world."

OWU admission materials

Eleven years later, the Ohio Wesleyan Female College was established on a hill a half-mile west of the men's college. The men's and women's colleges were united in 1877.

Ohio Wesleyan students and graduates are known as "Bishops" since, in its formative years, the University produced more bishops for Methodism than any other university in the nation. The University itself was called the "West Point of Missions" at the start of the twentieth century due to the number of graduates who served abroad as missionaries. There are still schools, colleges and universities around the world begun by OWU alumni and their vision for progress and learning. For instance, in 1879, Wesleyan alumna Elizabeth Russell founded Kwassui Women's College in Nagasaki, Japan, when predominant Japanese culture considered women's education unimportant. In the 1960s, Ohio Wesleyan was recognized for the number of alumni who served as Peace Corps volunteers, more per capita than any other college or university in the nation. In 1993, OWU was the only liberal arts university to participate in the national Summer of Service, a prototype for AmeriCorps, in which OWU graduates are still active.

In 2009, Ohio Wesleyan maintains an active affiliation with The United Methodist Church, which can appoint up to eight of the 43 members of the Board of Trustees through its East and West Ohio Conferences. OWU's Methodist heritage broadens rather than narrows our campus community. We have long embraced students of all religious faiths. In 2003, OWU became one of 90 colleges and universities to receive \$2 million through the Lilly Grant for Theological Exploration of Vocation. With "The Lilly Vision OWU," Ohio Wesleyan has more Spring Break Mission Week, Outdoor Ministry Wilderness Trek and Summer Mission teams than any other college or university in the nation. The program has placed OWU among the top mainline Protestant-related universities rated for faculty, staff, alumni and students per capita involved in ministry and mission. In the past decade, the entire OWU community has stepped up to continue the legacy of giving to society through volunteerism and philanthropic initiatives.

The ability of Ohio Wesleyan to meet "its ultimate purpose of equipping students with knowledge, competence and character for leadership, service and continued learning in a complex and increasingly global society" has been strong throughout our history. A look at a few of our notable alumni shows the breadth and depth of the Ohio Wesleyan education, both in our first century and our second.

Politics

- Charles W. Fairbanks (1872) was a United States Senator and Vice President of the United States under Teddy Roosevelt.
- At least six OWU alumni have served as governors of states or territories in the U.S.
- In 2007, Ohio Wesleyan boasted three members of the House of Representatives among its alumni: David Hobson (1958), Jo Ann Emerson (1972) and Paul Gillmor (1961); Representative Gillmor died in September 2007.
- Sharin Tahir Kheli (1961) has served as the head of the U.S. Delegation to the United Nations Commission on Human Rights and as the Senior Advisor on Women's Empowerment to the Secretary of State.

"Of all the dynamic opportunities in the Ohio Wesleyan experience, I believe the programming supported by the Lilly grant most closely puts into practice the institutional mission of leadership, service and learning in the context of values."

Mike Hollway, head football coach and associate athletic director, faculty advisor for mission trips

Science

- Amos Dolbear (1866) obtained the U.S. patent for the telegraph.
- In 1995, F. Sherwood Rowland (1948) received the Nobel Prize in Chemistry for his discovery of the role of fluorocarbons in the depletion of Earth's ozone layer.
- Woodrow Clark II (1967) was a recipient of the Nobel Peace Prize as a member of the Intergovernmental Panel on Climate Change.

Medicine

- David Smith (1953) received the prestigious Albert Lasker Clinical Medicine Research Award for his development of the HiB vaccine for a strain of influenza.

Religion

- Norman Vincent Peale (1920) was author of *The Power of Positive Thinking* and founder of *Guideposts* magazine.

Journalism/media

- Frank Stanton (1930) was the president of CBS and organized the first televised presidential debate in American history.
- Byron Pitts (1982) is an Emmy award-winning correspondent for CBS.
- Greg Moore (1976) is the editor of the *Denver Post*.

Entertainment

- Wendie Malick (1972) was nominated for an Emmy for her role in “Just Shoot Me.”
- Fred Baron (1976) won an Oscar as the producer for *Moulin Rouge*; his work also includes *I, Robot*; *The Day After Tomorrow* and *Live Free or Die Hard*.

Literature

- Robert Edwin Lee (1939) was a noted playwright whose works include *Inherit the Wind*, *First Monday in October* and *Auntie Mame*.

Economics/business

- Orra E. Monnette (1897) was an author, banker and co-founder of the Bank of America, Los Angeles.
- Louis Simpson (1958) is Chief Executive for Capital Operations, GEICO Corporation.

Social work

- Mabel Cratty (1890) was the longtime general secretary of the YWCA. Under her leadership, the American membership and branches of the organization increased fourfold.

Education

- Willa B. Player (1929) became the first African American woman to serve as president of a U.S. college (Bennett College).
- Helen Kim (1930) was the first Korean woman to earn a doctorate and head an institution of higher learning in Korea (Ewha University); she also served as Korea's Minister of Education.
- Arthur Flemming (1927) was the first Secretary of Health, Education and Welfare and a president of three universities (Ohio Wesleyan University, Macalester College and University of Oregon).
- Many other OWU alumni have served as university presidents.

“[Charles] Thomas was the man who made Rickey start thinking of the color line—in 1903, a full 44 years before he selected Jackie Robinson to break the barrier in the major leagues with the Brooklyn Dodgers[...]. Thomas was an anomaly in the first decade of the 20th century. He was a black athlete at an overwhelmingly white college. His coach at OWU, in baseball and football, was Rickey.”

Columbus Dispatch June 30, 2008 C1, Michael Arace (3.15)

Sports

- Branch Rickey (1904) was named the most influential sports figure of the twentieth century by ESPN for his role in breaking the color barrier in professional sports when he signed Jackie Robinson to play for the Brooklyn Dodgers in 1945.

A more complete list of alumni and their accomplishments is available in the resource room (7.18).

Ohio Wesleyan has been recognized for excellence throughout its history. In 1906, Ohio Wesleyan stood first among all colleges in the number of alumni doing graduate work at Harvard. According to a study by the National Research Council in the 1970s, updated in 1980, Ohio Wesleyan ranked 17th among America's 867 four-year, private, primarily undergraduate institutions on the number of alumni in all fields who earned Ph.D.s in the years since 1920. A similar study in 1982 by Standard and Poor's Corporation ranked the same 867 institutions on producing U.S. business leaders from among their undergraduates; in that survey, Ohio Wesleyan ranked 15th. A 1986 study, titled "Educating America's Scientists: The Role of the Research Colleges," identified Ohio Wesleyan as one of 48 highly selective "science-active" liberal arts institutions in the nation. A 1994 report issued by the Carnegie Foundation for the Advancement of Teaching ranked Ohio Wesleyan as one of only 163 national, selective liberal arts colleges among the 3,600 institutions included in the Carnegie classification system. In the past decade, Ohio Wesleyan has been included in Loren Pope's *Colleges That Change Lives* (3.3) and the Templeton Guide, *Colleges that Encourage Character Development* (3.14). The guide praised both the volunteer and spiritual growth programs at Ohio Wesleyan.

During the past decade, Ohio Wesleyan has made excellent progress toward its goal of becoming one of the nation's leading small liberal arts colleges. A collegial and participatory strategic planning process has united the University community around shared goals and challenges. The University is currently engaged in the Remembering Mr. Rickey campaign, the first to comprehensively address the facility needs of the athletics, recreation and physical education departments (4.12). Initiatives in volunteerism and public service have strengthened the historic link between liberal arts learning and the civic arts of citizenship. Furthermore, an aggressive strategy for recruiting and educating honors students has provided an academic atmosphere unparalleled in the institution's distinguished history.

Highlights of the last decade

The past decade has had two distinct periods. The first five years, under the guidance of President Tom Courtice, continued and strengthened the work of the prior years. The leadership of the University was virtually unchanged, a successful Capital Campaign was completed and significant additions to campus facilities were made. With the retirement of President Courtice from the college presidency, OWU began an extended period of transition. President Mark Huddleston began his term in office in Summer 2004, as President Courtice was leaving. Other changes in personnel at the vice presidential level followed. President Huddleston left after three years as Ohio Wesleyan's president. 2007-08 was the year of "interims." The President, Vice President for Business Affairs and Dean of Students

were all interim positions, with the expectation of another vacancy in the Vice Presidency for University Enrollment and Strategic Communications. While the year could have been one of “holding down the fort,” the interim leaders were not content to wait for the arrival of new officers to begin moving forward. Planning continued, fundraising progressed and morale on campus improved. As the 2008-09 academic year began, the University welcomed three key new leaders: President Rock Jones; Vice President for Student Affairs Craig Ullom and Vice President for Finance and Administration (replacing the VP for Business Affairs) Eric Algoe. The community is poised to move forward on many fronts under this new leadership.

Key events, accomplishments and changes are listed below for the most recent decade. The institutional snapshot and dashboard can be found in Appendices A4 and A5.

1999-2000

- Ohio Wesleyan received a \$799,000 National Science Foundation grant for the study of feather-degrading bacteria
- Largest graduating class (492 students) in 17 years
- Board of Trustees held a retreat to focus on its role

2000-2001

- R. W. Corns Building opened, housing the Department of Economics, Information Systems and the Academic Resource Center
- Mary Hannon Moore Wellness Center and Arthur Belt Fitness Center opened in Stuyvesant Hall
- Roy Rike Soccer Complex opened
- Academic Policy Committee began a comprehensive review of general education requirements
- Campaign for Ohio Wesleyan completed, exceeding the \$100,000,000 goal

2001-2002

- Edgar Hall renovation and Haycock Hall construction completed, housing 2D and 3D art programs, respectively
- OWU Women’s Soccer Team won the NCAA Division III National Championship
- President Courtice served as Chair of NCAA Division III Presidents’ Council
- Groundbreaking for \$35-million Science Center

2002-2003

- OWU assumed ownership of the historic Strand Theater in downtown Delaware
- Richard M. Ross Art Museum dedicated
- \$2 million Lilly Grant for Theological Exploration of Vocation
- \$1 million Kresge Foundation challenge grant received for Science Center

2003-2004

- Remembering Mr. Rickey Campaign for recreation and athletic facilities announced
- Libraries and Information Services merged

- Master Plan for athletic and recreational facilities developed by The Collaborative, Inc.
- Audry Carter resigned as Vice President for University Relations
- Tom Courtice retired after ten years as OWU's president
- Branch Rickey III and Sharon Robinson (daughter of Jackie Robinson) were co-speakers at the 2004 Commencement

2004-2005

- Mark Huddleston became the fifteenth president of Ohio Wesleyan
- Conrades•Wetherell Science Center dedicated
- Provost William Louthan resigned after thirteen years of service and returned to the teaching faculty at OWU
- Roger Ingles chosen as full-time Athletic Director
- Mark Richter named Vice President for University Relations
- First Strategic Planning Retreat held
- Retention Initiative funded
- \$800,000 restoration of Slocum stained-glass skylight completed

2005-2006

- David Robbins named Interim Provost and, later, Provost
- Dean of First-Year Students position created and filled by Joan McLean
- Second Strategic Planning Retreat held
- Mark Richter resigned as Vice President for University Relations
- Mark Shipps named Vice President for University Relations
- Internet Café opened in Beeghly Library
- First StART sessions (Student Advising, Registration and Testing) held in June 2006

2006-2007

- University Communications office established, including eight new positions
- Academic Affairs Office reorganized
- Quantitative Reasoning requirement implemented for entering class
- Natural Science distribution category broadened to include Mathematics and Computer Science
- Grade point average calculations modified to weight +/- grades
- Ologie conducted a study and recommended an image and communication strategy
- University Relations initiative funded at \$1 million
- Multimillion-dollar Smith Gift Planning Initiative
- Third Strategic Planning Retreat held
- Selby Field and track upgraded and baseball field redone at a cost of \$2.4 million
- University received \$224,000 National Science Foundation grant for Research Experience for Undergraduates and Research Experience for Teachers in Interdisciplinary Scientific Computation
- Smith Dining Hall completely renovated
- John Delaney resigned as Dean of Student Services to become Vice Chancellor for Student Development at University of Tennessee Chattanooga
- Mark Huddleston left to become president of University of New Hampshire

2007-2008

- David Robbins served as Interim President (while continuing as Provost)
- Don Omahan served as Interim Dean of Student Services
- The Collaborative developed a Campus Master Plan with help from a campus committee
- George Elsbeck resigned as VP for Business Affairs to become VP for Finance at Hartwick College
- Eileen Walker served as Interim VP for Business Affairs
- OWU celebrated the 100th anniversary of its chapter of Phi Beta Kappa
- Art & Science began a study to help OWU define its educational program in a distinctive manner
- Margaret Drugovich resigned as VP for University Enrollment and Strategic Communication to become President of Hartwick College
- \$12.5 million received from two families for launching new recreation and athletic facilities

2008-2009

- Rock Jones inaugurated as sixteenth president of Ohio Wesleyan
- Craig Ullom began service as Vice President for Student Affairs (new title for Dean of Students)
- Eric Algoe named Vice President for Finance and Organization
- “BishopNet” wireless network installed across campus with more than 400 access points
- Mid-semester fall break extended from one day to three days

From 1999 to 2008, the University’s endowment almost doubled. As can be seen in Figure 0.1, much of the increase came between 2003 and 2008, after the downturn in the economy in 2001-2003. The growth in the endowment is a combination of excellent investment strategies that have led to significantly higher than average yields, reduction in the payout rate and increased contributions to the endowment.

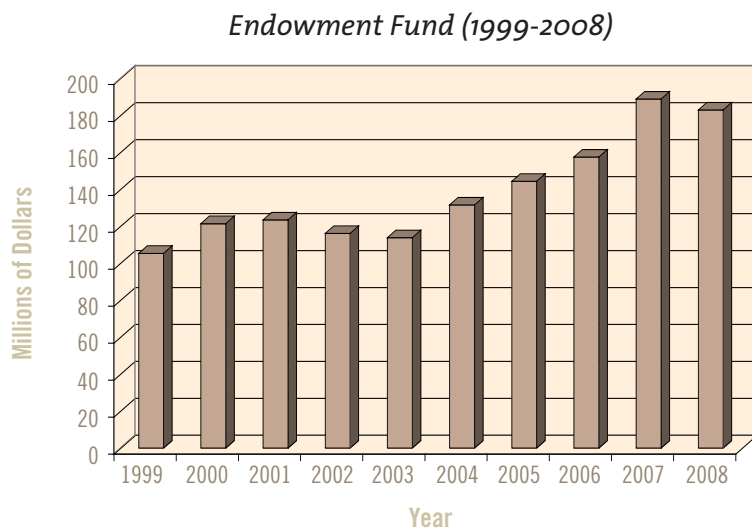


Figure 0.1—OWU’s endowment over the past decade, numbers on June 30 each year

Despite the growth in our endowment, we remain in the bottom third of the GLCA in the endowment total. See Figure 0.2.

GLCA Total Endowments

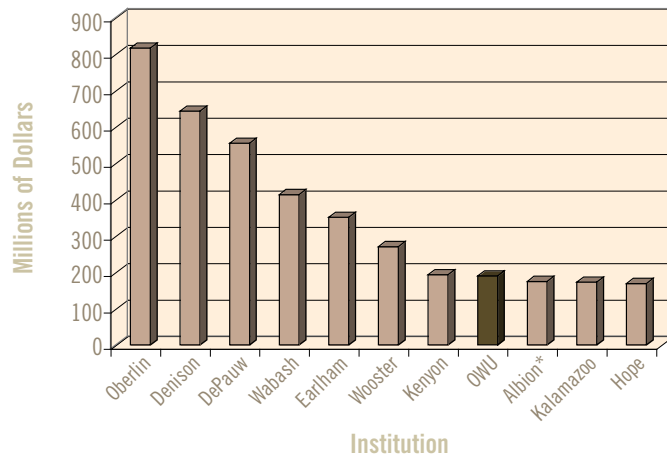


Figure 0.2—OWU's endowment as compared to other GLCA institutions as of June 30, 2007; * as of June 30, 2006

Beyond gifts to the endowment, Annual Fund contributions provide immediate and vital dollars to the yearly budget. The goal for the Annual Fund increased gradually throughout the decade, but in the past two years a significant push, led by fifty-year reunion classes, raised the total well above the goal. See Figure 0.3.

Total Annual Fund Giving

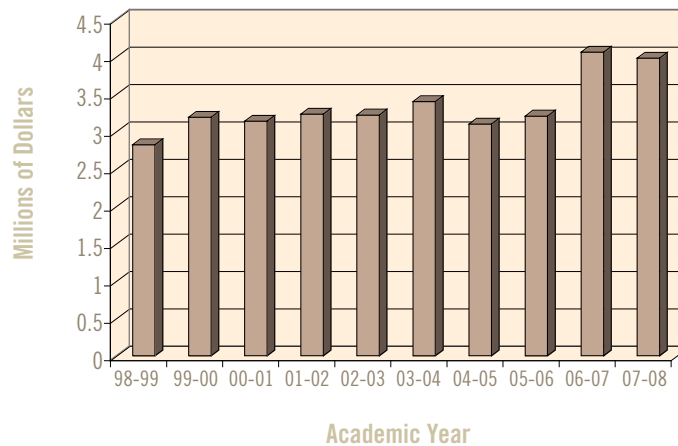


Figure 0.3—Annual Fund giving over the past decade

1999 Concerns

The North Central Association team that visited Ohio Wesleyan in March, 1999 articulated five concerns. We have addressed these concerns in the intervening years. Below is a description of our processes and outcomes related to these concerns.

1. “The current rate of tuition discounting jeopardizes the ability of the University to achieve its mission.”

For the 1998-99 academic year, the overall annual tuition discount rate for all students was 56.00%. The discount rate had increased dramatically from around 42% in 1992-93 and 1993-94. Even before the 1999 accreditation team visit, the University was keenly aware of the need to reverse the discount trend. In 1998, the Board of Trustees funded an Admission and Financial Aid Initiative designed to enhance our admission efforts and reduce the discount rate. The goal was to move the discount rate from 56% to 50% over the five-year period of the plan while maintaining the number and quality of the admitted students. Figure 0.4 shows the reduction in average annual discount rate since the initiative began.

Average Tuition Discount Rate (Annual 98-08 and 08-09)

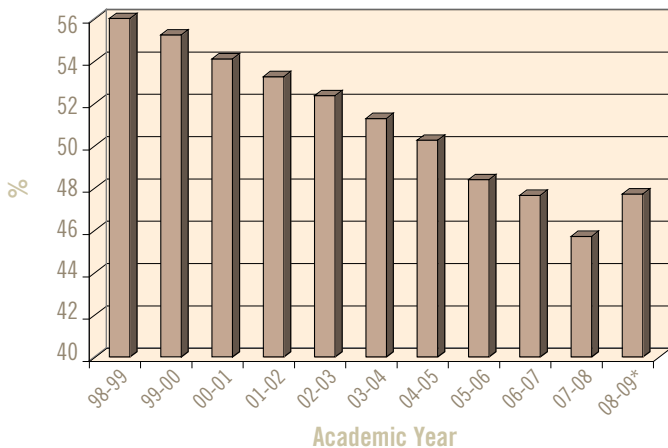


Figure 0.4—Ohio Wesleyan’s decrease in discount rate over the last decade.

Decrease from 98-99 to 06-07 was 8.4 percent. *Values are projected.

For reference, 2007-08 was projected to be higher than 08-09 is projected to be, but the actual discount rate ended up lower than projections.

Studies conducted by Maguire Associates for the University Review Committee of the Trustees during Summer 2007 indicated that our discount rate is now less than some of our immediate competitors; Denison’s and Wooster’s discount rates are just over 50% and Wittenberg’s is about 49% (4.13).

Over the decade of discount decrease, the average SAT scores have remained roughly constant while the number of entering students has risen to and stabilized at about 590.

From 1998-99 to 2007-08, the net tuition revenue rose from \$16.12 million to \$30.80 million.

Current goals of the Marketing Initiative are to maintain the discount rate below 50% and concentrate on improving selectivity.

2. “There are significant physical plant needs—new construction, major renovation and deferred maintenance—all of which need to be addressed to achieve enrollment goals.”

Through gifts to the previous Capital Campaign, the Remembering Mr. Rickey Campaign, Save Slocum Glass, reunion class gifts, as well as from general operating funds, substantial additions and improvements have been made to the physical plant at Ohio Wesleyan. From 1999 to 2008, nearly \$65 million was spent on renovation, construction, maintenance and repair projects. A list of these projects can be found in Appendix A2. The three largest projects involved renovation and construction of academic space.

In 1999-2000, the former student union building was renovated as the R. W. Corns Building at a cost of \$4.4 million. This building houses the Department of Economics, Information Services and the Sagan Academic Resource Center. With this completion of the first major renovation or construction in almost a decade came a greatly improved morale and self-image. Tour guides proudly showed prospective students and parents the outstanding facilities. Classrooms and meeting rooms with a range of sizes effectively supplement the spaces available in the Hamilton-Williams Campus Center and Beeghly Library.

In 2001-2002, three major projects related to the Department of Fine Arts were completed: the renovation of Edgar Hall (which formerly housed the Department of Economics, the Student Health Center and limited art spaces), the construction of the Haycock 3D Art Building and the renovation of the art museum and subsequent change in name to the Ross Art Museum. These projects, totaling \$5.3 million, again had immediate impact on the campus and recruitment. The number of students interested in Fine Arts who enrolled in 2003 was significantly higher than it had been in the preceding years. Safety issues that had plagued the department for decades were solved. The OWU community and the city of Delaware have been enriched by the improved facilities of the Ross Art Museum. Receptions for the campus and local community are common at the museum, providing an elegant and educational venue for honoring venerated members of these communities or welcoming guests to campus.

“It will be an enormous benefit having the 3D arts together. We can share tools and share materials, like the machine shop and the wood shop. We will be able to cross over easily.”

Cindy Cetlin, Associate professor 3D design, anticipating Haycock 3D Art Building opening

From 2002-2004, \$33.4 million of demolition, construction and renovation on the 150,000-square-foot Conrades•Wetherell Science Center was undertaken. 52,000 square feet of new space was added to the existing science buildings, including a striking three-story atrium. A more complete description of the planning process and the impact of this major project can be found under Section 3C.

In 2006-2007, Selby football field was converted to artificial turf and the track was replaced at a cost of \$1.8 million. The modifications gave OWU lacrosse a new home and enhanced the facilities for football and track and field. Further work on Selby was completed during July-August 2008, including the replacement of the south wall surrounding the stadium as well as power washing of the exterior. The projected cost for this work is in excess of \$200,000. Also, the new Margaret Sagan Softball Field was completed in Fall 2007 along with upgrades to the Littick baseball facility and landscaping along the east side of Branch Rickey Way, bordering both of these facilities. The total cost of that work was nearly \$700,000.

Several other projects during the last decade have had a direct impact on students' quality of life. The Belt Wellness Center houses Health Services and a fitness facility within one of the residence halls. Prior to this significant renovation, students had to walk to the academic side of campus (a distance of three to four blocks) to receive health care or use fitness equipment. The Internet Café in Beeghly Library, which opened in March 2006, allows students to eat while working late in the Library. The renovated Smith Dining Hall, which reopened in April 2007, provides students with numerous options for dishes made to order in a setting that feels like home. There also were recent changes made to an old fraternity house, restoring it to use as the Student Activity Center, a place used exclusively by students who provide their own leadership in programming evening activities.

Most years, at least one of the residence halls receives an extensive face lift during the summer months. The work includes painting, replacing windows and doors and upgrading furniture. Costs for these projects vary but are in the range of a quarter-million dollars each.

Restoration of the stained-glass skylight in the original library building (Slocum Hall) was the project of a special group of Associates of the Board of Trustees, at a cost of \$680,000. This renovation was completed in 2005. In 2007-08 the roof and cupolas of historic Merrick Hall were repaired and Gray Chapel was refurbished for a combined cost in excess of \$500,000.

Four recent projects have been the gift of classes celebrating their fiftieth reunions (1954, 1955, 1956 and 1959). All of these projects involved striking improvements to the grounds. The first was a renovation the Sulfur Spring, a historically significant portion of campus. The other three projects enhanced the entrance to campus from the main parking area, the plaza beside University Hall and the main entrance from Sandusky Street. The four projects collectively cost in excess of \$500,000. The project funded by the class of 1959 involves widening the gateway to the campus across Sandusky Street from the Jay Walk. This project began in June 2008 and will be dedicated in May 2009. The total au-

“The impact emotionally and psychologically upon our softball team can’t be measured [...]. The aesthetic impact upon Henry Street is tremendous. This is a facility we are very proud of and pleased to have our student-athletes participate on in the future.”

Roger Ingles, athletics director, on Margaret Sagan Field, opened Spring 2008

thorized cost is \$317,000. In addition to the Class of '59 Gateway, the walkway leading to Slocum Hall was expanded and renovated to include the Founders' Plaza, an area recognizing Ohio Wesleyan's donors who have contributed more than \$1 million, \$5 million and \$10 million in their lifetimes. The walkway leading from the Gateway to the Plaza includes areas honoring OWU's Distinguished Alumni Award winners, Alumni Award winners and Honorary Alumni.

Other projects from the past decade, while vital to the operation of the college, are less visible. These include replacements of roofs, boilers, steam lines, fiber optics lines and sidewalks. Work completed during Summer 2008 included renovating and repainting the exterior of Elliott Hall and Sturges Hall, redecorating several dormitory common areas, replacing the roof on the Gordon Field House and the roof over the fitness center and part of Stuyvesant Hall, installing a new synthetic floor material in the weight room in Edwards Gymnasium and replacing a steam line leading to the Beeghly Library. Funding for deferred maintenance projects was increased by action of the Board of Trustees in January 2003 when an earlier policy was expanded so that the first \$1,000,000 (up from the previous \$600,000) of unrestricted bequests received by the University in a given fiscal year is divided equally between deferred maintenance and quasi-endowment. The outcome of this policy can be seen in Figure 0.5. In addition, active efforts have begun to raise funds for a Plant Adaptation and Renewal account to maintain campus structures.

Usage of Unrestricted Bequests

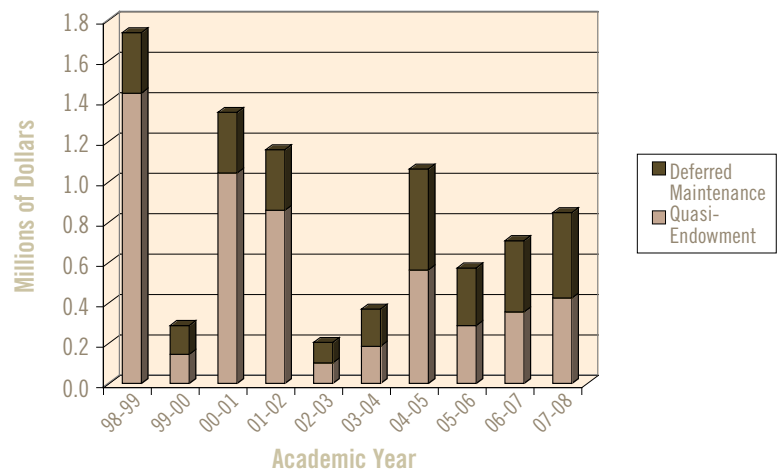


Figure 0.5—Use of Unrestricted Bequests for deferred maintenance, as per Trustees policy; policy changes made in January 2003.

The numerous and substantial changes in the physical facilities of the campus have renewed the spirits of its staff and faculty, provided a more welcoming and functional home for our students and enhanced our attractiveness to prospective students and their parents.

3. “There is a lack of adequate institutional research analysis to inform the allocation of resources to departments and programs.”

Institutional research at Ohio Wesleyan has increased significantly in the last decade. This research has had many foci related to the needs of the institution. As the decade has progressed, the institution has regularized and staffed research functions beyond the 1999 levels.

Throughout the decade, research in Admission and Financial Aid has informed recruitment strategies and financial award decisions. The full-time institutional researcher in this area has gathered and analyzed data that have enabled this area to obtain trustee approval and funding for the Admission Initiative (1999-2004) that led to recruiting strategies that have markedly decreased the tuition discount rate (see discussion of Concern 1). Institutional research in this area also clarifies trends in enrollment and financial aid that inform general budget projections as well as realistic enrollment goals.

In 2003, President Tom Courtice and the Trustees identified Ohio Wesleyan’s retention rate as an area for particular attention. A faculty member was assigned to study the factors affecting retention. His report to the faculty in Spring 2005 has served as a baseline to measure improvement. With these preliminary data in hand, the Trustees funded a retention/first-year initiative that centered on the addition of a part-time Dean of First Year Students, who began her work in Fall 2005.

In 2006, following the retirement of two long-tenure, full-time Associate Deans, the Academic Affairs Office was restructured. Two associate deans remained: a part-time Associate Dean for Advising and Off-Campus Programs and the recently added Associate Dean of First Year Students. A full-time Dean of Academic Affairs position was re-introduced. Two part-time positions were created. The Associate Dean of Academic Affairs for Assessment and Accreditation allows more targeted effort in the area of assessing student learning. The Associate Dean of Academic Affairs for Institutional Research centralizes academic data collection and reporting and conducts numerous studies on topics of interest to the administration and faculty such as grade distributions; trends in pre-med en-



rollment, quality and persistence; correlations of perceptions about why first-year students leave; predictors of success in CHEM 110 and graduation rates of athletes (6.17).

Another initiative, while under the Business Affairs area, affects all aspects of campus life. The architectural firm The Collaborative Inc. has worked with a committee of administrators, faculty and staff to develop a Master Plan for campus facilities that will allow the University to priority-rank and order physical plant expenditures (6.2).

The most recent plan that has been researched and presented to the Academic Affairs Committee of the Board of Trustees has a goal of increasing student success and satisfaction by enhancing services to the student related to academic advising (6.12 and Appendices C5 and F3). This plan includes the following:

- Developing support and training for academic advisors
- Rewarding exceptional advisors
- Funding more support staff for StART and first-year programs
- Offering a variety of college success courses for at-risk, struggling and international students
- Utilizing technology for registration and auditing graduation requirements
- Reorganizing and expanding the Sagan Academic Resource Center and Writing Resource Center
- Increasing the presence of Off-Campus Programming, Career Services, Multicultural Student Affairs and International Student Services
- Focusing residence hall space for first-year students and living-learning communities, including upgraded common areas

As part of the Strategic Planning process (described in Concern 4 below), communication was identified as a vital area requiring significant improvement. Internal data collection, in the form of surveys and open meetings, resulted in the Marketing Initiative, which was funded by the Trustees . This initiative included the formation of a ten-person Office of University Communications and the introduction of a range of new communication tools. Aiding the University in developing a consistent message, the marketing firm Ologie laid the groundwork for communication to all University constituencies (6.9). The need for funding in the area of communication and the specifics of how those funds should be allocated have been carefully informed by both internal and external research.



The two remaining vice-presidential divisions of the institution also have benefited recently from research in their respective areas. University Relations has used the services of outside consultants, Kintera PIN Wealth Screeners, to investigate the characteristics of the University's donor base, in preparation for an upcoming capital campaign. The University Relations Initiative, approved by the Trustees in conjunction with the Marketing Initiative, provided for enhancements in staff and programming. This initiative, supplemented by incremental funding from donors, has increased the University Relations staff by fourteen positions. The Business Affairs (now Finance and Administration) division has conducted a space audit (6.16) and led in the Master Facilities Planning process (4.16). Both of these recent studies will enable us to allocate resources in a more systematic and strategic manner.

4. “Though a structure for planning is in place, there seems to be little consensus outside the planning committee about strategic directions for the institution.”

During his first year as president of OWU (2004-05), Mark Huddleston initiated a Strategic Planning process that involved broad representation of the University community. The goals of this process were to identify the challenges facing Ohio Wesleyan and then to develop a vision and strategies to move the institution toward a more successful future. The initial meeting was a retreat in March 2005 that included about 50 people, representing students, faculty, staff, administration and the trustees. After a day and a half of discussion, the group identified three major foci for the University: growth of the endowment, enhanced communication and increased retention (later relabeled as student success and satisfaction). Three subgroups were formed to gather information and input from the entire community on these three areas. Reports and recommendations of the subgroups were presented at the second Strategic Planning retreat in December 2005. In the interim, the Board of Trustees voted to fund a Dean of First-Year Students to focus on improving the freshman experience and retention. The Trustees also approved the establishment of an Office of University Communications and, through a challenge gift, funded the initial years of the office, before returns from the increased visibility of the college increased the revenue generated through (further) reduction in student aid and additional donations. The third leg of the Strategic Plan, the growth of the endowment, was to be addressed in the capital campaign, which was in the planning stages. Two changes in administration of University Relations within one year delayed progress on this front.

At a third Strategic Planning meeting in May 2006, the planning group identified eight key areas that should form the core of the University's strategic plan. These areas are academic programs, co-curricular issues, community service learning, facilities, fundraising/endowment, new student demographics, technology and wages/benefits/working conditions. The members of the planning group were subdivided into eight working

groups with an assignment to inventory our existing programs, research best practices and, with the input of the OWU community, recommend goals, including timetables and cost estimates where possible.

Reports of the planning subgroups were posted online in October 2006 for review and comment by all members of the OWU community (6.11). Early in 2007, the officers met off site and formulated the outline of a plan. This outline was termed an “Institutional Agenda” by the Chair of the Board of Trustees. This document, which contained few specifics, was reviewed by the Strategic Planning group in March 2007 (4.17). The group voted to move ahead with planning and fundraising, using the Institutional Agenda and its supporting documents as guidelines. Within days of the last planning meeting and before the Trustees could adopt any of its recommendations, President Huddleston announced his resignation. Completion of the Strategic Planning process awaited a new president. During 2007-08, under the leadership of Interim President David Robbins, further study and planning were done. A Master Facilities Plan was developed with the aid of The Collaborative (4.16). During this transition year, the Board of Trustees initiated a University Review Committee with subcommittees focused on the following:

- The data we collect, the data we need and the Institutional Agenda; Maguire and Associates aided this study
- Governance of the institution and clarification of roles and responsibilities of trustees, faculty and staff; Dr. Susan Resnick Pierce facilitated these discussions
- Hiring a new president; Academic Search through Dr. Susan Resnick Pierce helped with the search process
- Organization of the Trustees, especially ways in which the structure can support the Strategic Plan

Within a month of his selection as Ohio Wesleyan’s sixteenth president and more than five months before taking office, Rock Jones presented a proposal to the Board of Trustees (at their meeting in January 2008) for engaging the services of the firm Art & Science. Receiving unanimous approval of the Trustees and the needed funding from an anonymous donor, the members of the community met with representative of this firm to help identify the strengths, existing programs and distinguishing attributes of Ohio Wesleyan that would be used to conduct a market study of inquiring, admitted and enrolled students. The market study was designed to determine how our existing programs could be enhanced and presented to engage and attract quality students.



Results and recommendations of this study will be represented to OWU in Fall 2008. Further information is included in the Fall 2008 Update (6.1).

5. “Given the challenges of recent years, it is understandable that the faculty has been focused on other matters, but they cannot continue to postpone a comprehensive review of the University’s curriculum.”

In Spring 2000, the administration charged the Academic Policy Committee with reviewing the general education curriculum of the University. At that time, the components of this portion of the curriculum included English composition, Writing Across the Curriculum, foreign language, distribution requirements across the four divisions and a cultural diversity requirement. In June 2000, five members of the Ohio Wesleyan community attended the five-day Asheville Institute on General Education, sponsored by the American Association of Colleges and Universities. The team members represented the four divisions of the University (social sciences, natural sciences, humanities and fine arts) and all had prior experience on the Academic Policy or Assessment Committees. The Associate Dean of Academic Affairs for curricular matters was one of the five members. The OWU attendees designed a plan for the review of our general education program, which was vetted on campus by faculty members and members of the student government (WCSA). The plan was submitted to the Academic Policy Committee who began the review in Winter 2001 (6.6).

The steps in the review of general education included:

- Defining the institutional identity
- Establishing general educational goals
- Evaluating Ohio Wesleyan’s success in meeting the stated goals
- Designing proposals for change if goals were not being met

At each stage in the process, the Academic Policy Committee (APC) sought broad input from the Ohio Wesleyan community. They surveyed faculty, trustees, officers, the registrar, deans, the librarians, students, academic departments and recent alumni. They held open meetings, synthesized and shared findings and asked for open input at each stage of the process.

Results from an institutional identity survey showed familiarity with and broad support from all constituent groups (faculty, administrators, alumni and trustees) for the University’s Statement of Aims and the educational goals outlined therein (see Appendix A3). When asked whether additional aims should be added, very few people responded

“Without question, my educational experience at Ohio Wesleyan provided an outstanding foundation for the rigors of medical school and reinforced my interest in science and research. The instruction was unparalleled in the biological and physical sciences. However, the liberal arts curriculum ensured detailed study of history, literature and philosophy and the social sciences. This depth and breadth of study helped me to develop important skills in reasoning, analysis and synthesis.”

John E. Duldner M.D. '88, Zoology and Pre-Med

in the affirmative. Many respondents did suggest that the aim of providing foundational skills in quantitative analysis would be better met by the introduction of a quantitative/mathematical skills requirement.

To evaluate our success at meeting our educational goals, oral interviews were conducted as well as departmental surveys. All groups indicated that our general education goals are met through a combination of general education courses and courses taken in the major, with the exception of preparing students for a career (which is best done in the major department). Departments identified the general education goals addressed in the two or three courses in their program that are most commonly used to satisfy “distribution” (general education) requirements. The transcripts of 44 recent graduates with a wide range of majors were then reviewed to see whether these graduates had taken courses that addressed all of the University’s learning goals. Students had in fact taken courses that focused on every goal, with one exception. One student did not have a course that emphasized quantitative skills (6.6).

APC also researched the general education program at 57 other colleges (including all of the other Great Lakes Colleges Association [GLCA] schools). This study showed that the model of giving students choices about courses to fulfill the general education portion of their studies is broadly followed by schools of our kind.

In Spring 2003, APC reported their findings to the faculty and asked for reactions and suggestions for changes in our general education requirements. Again, the strongest support was heard for the introduction of a quantitative requirement. Discussions of the nature of this requirement occurred within APC and between APC and departments. A quantitative skills pre-test was given to incoming freshmen in Fall 2004. Of the 523 first-year students, 488 took the exam. Comparison of the pre-test scores with grades in General Chemistry I, Principles of Economics, Basic Probability and Statistics, Calculus I and Introduction to Psychology did not show any higher correlation than using SAT math scores. APC decided against using such a test to exempt students from a quantitative requirement or to require remediation. Instead, APC recommended to the faculty adding a quantitative (Q) requirement. A “Q” course must clearly meet no fewer than three of the following criteria:

- The course requires students to interpret formal models by use of equations and graphs and to make inferences based on these models.
- The course requires students to represent quantitative information mathematically, symbolically, visually, numerically and verbally.
- The course requires the use of arithmetical, algebraic, geometric, statistical, logical, and/or algorithmic methods to solve problems.
- The course requires students to estimate and check answers to mathematical problems to determine reasonableness, identify alternatives and select optimal results.
- The course requires students to recognize that mathematical, statistical, logical and algorithmic methods have limits.

Departments can submit proposals to APC requesting that a course be designated as a Q course. APC reviews the proposal to ascertain whether at least three of the criteria above are met within the course and whether sufficient emphasis in the course is on quantitative reasoning.

APC's recommendation for the Q requirement was approved by the faculty at the April 2005 faculty meeting. The class entering OWU in 2006 was the first to have this included in their general education requirements.

An additional change to the general education requirements resulted from the review. In March 2006, upon the recommendation of APC, the faculty approved modifying the Division II (Natural Science) requirements to include Mathematics and Computer Science, with a limit of two courses from this department that can be counted toward the three required from this division. In addition, students majoring in mathematics and computer science are now required to complete the full array of distribution requirements rather than the reduced set that was previously allowed. This curricular change began for students entering during the 2006-07 academic year. APC considered requiring that one science course be a laboratory course. While such a proposal was not made in 2006, the committee decided to reconsider the matter in five years.

Institutional research

During the past decade, the University has participated in a number of studies to help us better understand ourselves and our students and to prepare for the future. These studies are cited in many places throughout the Self-Study Report. Below is a summary of the nature and time frame of these studies for reference when the results of the studies are mentioned in later chapters. Copies of these studies will be available in the resource room.

Art & Science—A process starting in 2008 with the help of the Art & Science Group Inc. to ask questions about how OWU is perceived by inquiring and admitted students and which aspect(s) of our academic program can be enhanced to improve our distinctiveness and appeal to prospective students. The information gained will help in guiding the Strategic Planning process (6.1).

Campus Master Plan—A plan recommended by the Facilities Working Group and the Wages, Benefits and Working Conditions Working Group in Fall 2006. The Campus Master Plan Committee consists of representatives from Development, Physical Plant, Academic Affairs, Student Affairs and Admission. The goal is to create a space/facilities plan (such a plan has not been completed since the 1980s). The plan incorporates widespread input (6.2).

CIRP—Survey performed by the Cooperative Institutional Research Program (CIRP), part of the Higher Education Research Institute. The survey was administered to about 400 first-time, full-time OWU students each year between 2001 and 2004. The topics include

parental income and education, ethnicity and other demographic items; financial aid; secondary school achievement and activities; educational and career plans and values, attitudes, beliefs and self-concept. The results also were given for about 20,000 other highly selective religious 4-year college students and about 30,000 other religious 4-year college students (6.3).

Dehne Study—A 2003 survey performed by George Dehne Associates. Telephone surveys of prospective OWU students, prospective employers, academic officers at graduate schools, alumni and high school guidance counselors were used to determine how these constituents perceive OWU. In particular, the alumni were asked a variety of questions regarding their experiences at Ohio Wesleyan, their present involvement and the effect the University has had on their lives. Some results are in Appendix E4 (6.4).

Employee Survey—An internal survey performed in Spring 2008 asking faculty, staff and administration a variety of questions regarding the Statement of Aims, employee satisfaction, employee perceptions of students, the adequacy of working conditions and other areas. It was also an opportunity for individuals to communicate concerns and/or strengths. Results are discussed in Chapter 1 and cited throughout the Self-Study Report (6.5).

General Education Review—A study by the Academic Policy Committee (APC) to determine if and where changes in general education requirements should be made. An early aspect of the review was a survey entitled “Defining Institutional Identity” in Spring 2001. It asked students, faculty, alumni and trustees questions regarding the Statement of Aims and the fulfillment of its objectives. The review process is described in detail in the Introduction under Concern 5 (6.6).

Great Lakes Colleges Association (GLCA)—This consortium, which was founded in 1962 and to which Ohio Wesleyan belongs, is a group of liberal arts colleges in the eastern portion of the Midwest. For many years, the GLCA had twelve members: Albion College, Antioch College, Denison University, DePauw University, Earlham College, Hope College, Kalamazoo College, Kenyon College, Oberlin College, Ohio Wesleyan University, Wabash College and The College of Wooster. In 2008, Allegheny College was added to the consortium. Due to their geographical proximity and similarity in purpose, the GLCA colleges have formed Ohio Wesleyan’s benchmark group for most comparative purposes. In recent years, Antioch College has not been included when making such comparisons. Allegheny will not appear on graphs and charts in this report since it was not a member of the GLCA during the period for which we have data.

Introductory Best Practices Survey—Conducted during Summer and Fall 2008, this survey was developed by an *ad hoc* group of faculty members who investigated best practices for helping beginning college students make the transition from high school (4.10).

Noel Levitz—A study performed by Noel Levitz in 2004 to correlate financial aid, demographic and academic performance with first-year retention. The study covered students entering the University between Fall 2001 and Fall 2003 (6.7).

NSSE—2007 National Survey on Student Engagement. All results are compared to the 585 NSSE 2007 institutions; the Carnegie Peers, a group of 111 institutions with the same 2005 Basic Carnegie Classification as OWU and the Selected Peers, 63 Carnegie Peers that are private and in our same geographic region. When NSSE results are cited in this document, the “p” values are given. The value of “p” indicates the probability that the observed difference occurred by chance (6.8).

Ologie—This branding firm guided a study of Ohio Wesleyan that identified institutional and personal characteristics that convey the OWU experience (6.9).

Retention Study—An internal investigation of the reason that students leave Ohio Wesleyan, conducted in 2004-05 by a faculty member from the Department of Psychology (6.10).

Strategic Planning—A process begun in March 2005 under the leadership of President Mark Huddleston to engage the OWU community in internal deliberations about the state of the University. The process is described in detail in the Introduction under Concern 4 (6.11).

Student Satisfaction Survey—A survey given to 220 students in Spring 2006 by the Student Success and Satisfaction focus group established after the first Strategic Planning retreat. Students were asked to list things they would most like to see changed at OWU (6.12).

Teagle—A three-year study begun in 2006 involving Ohio Wesleyan University, the College of Wooster, Kenyon College and Denison University (four of the Five Colleges of Ohio) using the Five Colleges of Ohio Teagle Grant for Assessing Creativity and Critical Thinking from the Teagle Foundation. The study encompasses the assessment of critical thinking and creativity in the context of the liberal arts (6.13).



Self-study process

Ohio Wesleyan's governance structure, both for the Board of Trustees and for the faculty, is strong, allowing regular consideration and discussion of matters central to the mission of the institution. We conduct regular assessment of our students' learning and engagement. We also have undergone two presidential searches in the last decade. In both cases the community took time to reflect on where we were as an institution and where we wanted to go. More deliberate strategic planning followed the arrival of Mark Huddleston in July 2004, again involving a broad representation of members of the campus community and the Trustees. Other studies have been more focused: the Academic Policy Committee's thorough look at the University's general education requirements; the careful survey of the institution through the eye of a marketing firm, Ologie; the review of facility needs as related to program and mission in the recent Campus Master Plan, led by The Collaborative, and the strategic look at how to differentiate our academic program, conducted by Art & Science. These institutional self-examinations formed a solid foundation for the Self-Study process and provided much of the evidence presented in this report.

To guide the Self-Study process, President Huddleston appointed a Steering Committee in October 2006. The Steering Committee was composed of a broad range of Ohio Wesleyan community members, from the faculty, staff, administration, trustees, alumni and student bodies:

- Barbara Andereck—convener/Self-Study Coordinator, Associate Dean of Academic Affairs for Assessment and Accreditation and Professor of Physics and Astronomy
- Laurie Anderson—Associate Professor of Botany-Microbiology
- Sualeha Ansari—OWU '04 (former Senior Class President)
- Cameron Bennett—Professor of Music
- Theresa Byrd—Chief Information Officer
- Karen Crosman—Director of Foundation, Corporate and Governmental Relations
- John Delaney—Dean of Student Services 2006-07
- Carol DelPropost—Assistant Vice President for Admission and Financial Aid
- Tricia Difrancio—Class of 2009, WSCA president 2007-08
- Bob Gitter—Professor of Economics
- Roger Ingles—Athletic Director
- Amy McClure—Professor of Education



- Myron McCoy—Trustee (Class of '77) and President of Saint Paul School of Theology
- Joe Musser—Professor of English
- Don Omahan—Interim Dean of Student Services 2007-08
- Sue Pastors—Director of Community Service Learning
- Patricio Plazolles—Program Officer for Woltemade Center
- David Robbins—Provost 2006-present, Interim President 2007-08
- Chris Setzer—Director of Physical Plant
- Chuck Stinemetz—Dean of Academic Affairs
- Dale Swartzentruber—Associate Dean of Academic Affairs for Institutional Research and Professor of Psychology

ex officio

- Mark Huddleston—President 2006-07
- Rock Jones—President 2008-09
- Kathe Rhinesmith—Chair of Board of Trustees (Class of '64)

President Huddleston gave the Steering Committee the following charge:

Using our institutional mission as a measure, you and your fellow committee members are, through an open and objective process, to evaluate and document Ohio Wesleyan's progress, plans, strengths and challenges as they relate to all of our constituencies, but particularly our students. In undertaking this task, you should draw upon and incorporate other pertinent analytical work, some of it ongoing, including:

- *periodic evaluations of campus programs conducted by University departments and committees*
- *reports generated by our campus-wide strategic planning process*
- *conversations that informed the Marketing and Strategic Communications and University Relations Initiatives*

The Steering Committee met for working sessions on January 25, 2007; October 4, 2007; January 24, 2008 and May 15, 2008. This group discussed the purpose of the Self-Study, how to proceed, what strengths and challenges we have as an institution, what questions should be asked in an employee survey (that was conducted in March 2008) and how to encourage the entire community to review the Self-Study Report and provide feedback to the Committee (4.18).

In addition to discussions during the face-to-face meetings, the Steering Committee communicated electronically through e-mail and BlackBoard. Documents were posted on a Committee page on Blackboard. Members of the Steering Committee posted strengths and challenges related to the Higher Learning Commission criteria for accreditation. They commented on drafts of sections of the Self-Study Report and posted documents containing evidence for use in the report.

A smaller Working Group, consisting of Barbara Andreck, Laurie Anderson, Karen Crosman, Amy McClure and Joe Musser, met on March 23, 2007, May 22, 2007, August 21, 2007 and November 12, 2007. This group discussed the structure of the Self-Study process, agendas for the Steering Committee meetings and evidence for inclusion in the Self-Study Report. Notes from these meetings are available in the resource room (4.19).

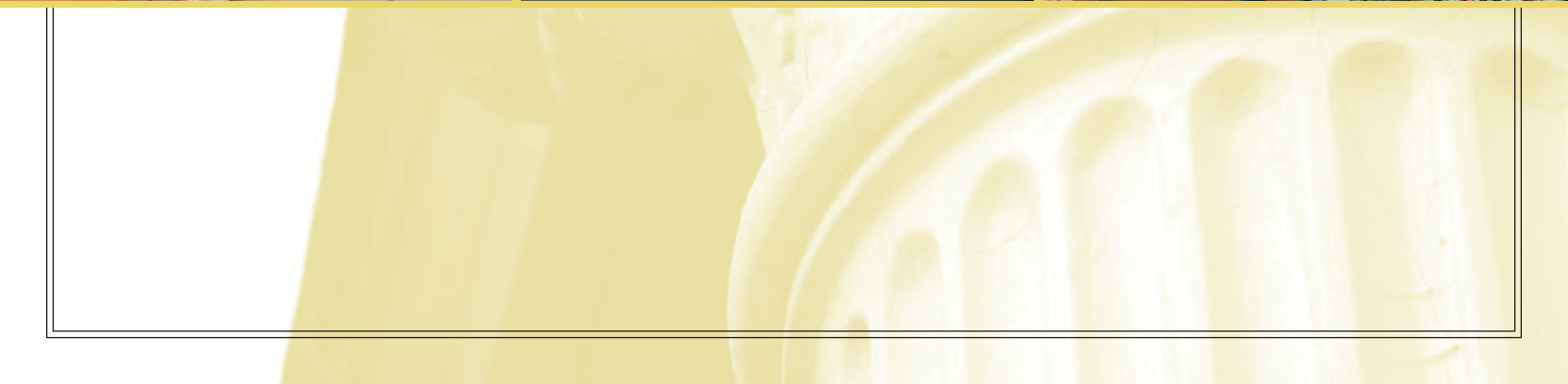
Sections of the draft of the Self-Study Report were distributed to campus offices and committees in early Summer 2008. Suggestions for additions and changes were incorporated and the entire document was reviewed by the Working Group. The Self-Study Report and an Executive Summary were available from August 25-October 19, 2008 for all Ohio Wesleyan employees, students, trustees and the Alumni Board to review and comment on. Four open meetings were held by the Self-Study Coordinator in September 2008 for staff, faculty and students. Input received electronically, in writing and at the open meetings, was incorporated into the report in late October 2008.



CHAPTER 1

CRITERION 1

Mission and Integrity



Chapter 1 — Criterion 1: Mission and Integrity

Ohio Wesleyan operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.

A 100-year history of Ohio Wesleyan called the University a place of “practical idealism” (3.1). This concept is supported today in Ohio Wesleyan’s mission, which reflects the University’s long heritage of educating students broadly and thus preparing them for a life of leadership and service in the worldwide community. Members of the OWU community embrace this mission and cooperate on many levels to assure its fulfillment in a manner that exemplifies the ideals of the University’s founders.

A. Ohio Wesleyan’s mission documents are clear and articulate publicly Ohio Wesleyan’s commitments.

Ohio Wesleyan’s mission statement is our “Statement of Aims” (see Appendix B1). Found just after the introduction in the Ohio Wesleyan Catalog, it establishes the principles on which the academic and student life programs of the University operate (1.1, pg.4). In addition to the print version, the Catalog is available online and is a link on multiple Web pages (e.g., Admission, the Office of the President, the Registrar’s Office) (<http://catalog.owu.edu/pdfs/20082009Catalog.pdf>).

The introduction of the Statement of Aims establishes the historical mission of the institution, as described in the University’s charter: “The University is forever to be conducted on the most liberal principles, accessible to all religious denominations, and designed for the benefit of our citizens in general.” Based on this founding statement and “[i]n the spirit of this heritage, the University defines itself as a community of teachers and students devoted to the free pursuit of truth.” The Statement of Aims continues with a paragraph establishing the centrality of teaching and learning as the institutional goal. Next, learning and developmental objectives are outlined. The closing paragraph summarizes our mission as an institution.

While our Statement of Aims carefully reflects our institutional mission, its length and specificity are more appropriate for guiding our internal programs than for efficiently conveying our character to our external constituencies. Following the Strategic Planning

Retreat in Spring 2005, the University discussed the need for a more focused message about Ohio Wesleyan. From this arose the study conducted by the branding agency Ologie that captured our character and mission in words that communicate who we are in the language of today's students. We are now more consistent and strategic in our use of the institutional and personal characteristics the study identified and the style in which we present them.

The OWU story developed by Ologie is called "Passion Found." Our message to prospective students is, "We inspire you; you change the world." We accomplish this lofty goal through the three Rs: Relationships, Rigor and Real-World Experiences. Relationships of students to each other and to faculty are vital to the four-year experience at OWU and endure throughout the lifetimes of our alumni. The rigor of our academic program pushes our students to become individuals who can "change the world." Always having one foot on the ground, never content to remain within the proverbial ivory tower, the OWU educational experience provides wide-ranging opportunities for experiencing the application of knowledge in the real world, thus actualizing "practical idealism." Because we characterize ourselves as "down-to-earth" and "smart," we use straightforward language and images to communicate our message. The official "elevator speech" can be found in Appendix B2 and examples of marketing publications are in the resource room (5.3). Our revised Web site has been formatted to emphasize these statements to everyone connected to us.

In keeping with both the Statement of Aims and Ologie's characterization of those aims, Ohio Wesleyan's values are outlined in one of the admission brochures as follows:

- Engagement of students and faculty in the learning enterprise
- Emphasis on achieving your "personal best" in academics, athletics, music, theatre, and many other areas
- Priority placed on building knowledge, skills and confidence
- Opportunities and encouragement to push your limits and expand your understanding
- Small classes are our standard, ensuring one-on-one contact with your professors
- Formal academic advising program offers guidance to maximize your learning opportunities
- Strong service ethic with local and national outreach



B. In its mission documents, Ohio Wesleyan recognizes the diversity of its learners, other constituencies and the greater society it serves.

From its founding, Ohio Wesleyan has recognized the breadth of its constituency and its educational objectives. The charter provides that “the University is forever to be [...] accessible to all religious denominations, and designed for the benefit of our citizens in general” (4.8). The Statement of Aims elaborates on this founding principle in the third objective, which says, “Liberal education seeks to develop in students understanding of themselves, appreciation of others and willingness to meet the responsibilities of citizenship in a free society[...]. Consistent with our Methodist tradition, Ohio Wesleyan encourages concern for all religious and ethical issues and stimulates its students to examine their own views in light of these issues.” The conclusion of the Statement of Aims summarizes our mission by stating, “To the extent that Ohio Wesleyan educates liberally, it fulfills its ultimate purpose of equipping students with knowledge, competence and character for leadership, service and continued learning in a complex and increasingly global society.” These principles have guided Ohio Wesleyan’s educational enterprise throughout our history, even when they were articulated using different words. For many, Branch Rickey’s breaking of the color barrier in professional sports is the quintessential articulation of these principles. Even earlier, Frank W. Gunsaulus (OWU 1875), a minister on the South Side of Chicago, used the OWU ideals to open doors for those with limited voice. In 1890, he preached a “Million-Dollar Sermon” on the need to provide educational opportunities for all people, not just the elite. In response to this sermon, Phillip Danforth Armour, a Chicago meatpacker, donated the money needed for Gunsaulus to found The Armour Institute (1893), which merged with Lewis Institute in 1940 to become the Illinois Institute of Technology.

Ohio Wesleyan continues to follow our historic mission, in its current form, today. The inclusion of a diverse population of students on campus plays a central role in realizing the goals expressed in the Statement of Aims. Despite our Methodist affiliation, CIRP results report that 10-13% of incoming students associate themselves with the Methodist Church while about 20% consider themselves Catholic (6.3). In 2008, 18.5% of the incoming class was composed of international students or U.S. multicultural students. For the past ten years this percentage has been $19 \pm 3\%$. Students are well served by offices of International Students Services; Multicultural Student Affairs; the Gay, Lesbian, Bisexual, Transgender (GLBT) Resource Center and PRIDE (People Regarding Individual Diversity Everywhere). These offices also challenge and assist all members of the OWU community to think about diversity in global ways.

We have a long tradition of welcoming international students to our campus. Ohio Wesleyan has the highest percentage of international students among undergraduate, bachelor’s-degree-granting colleges in the state of Ohio and the fourteenth highest percentage among similar colleges in the United States according to IIE Open Door (3.4). In 2008-09,

“Sega is an international corporation with licensors and licensees all over the world. I need to work with people from many different cultures. Because the student population at OWU was so diverse, I learned to appreciate and work with people from around the world. That’s very useful now.”

David Perkinson '93, Producer, LucasArts, Sociology/politics and government minor

9% of the student body is international, coming from 50 countries. The magnitude of this broad global representation is strikingly evident as one enters University Hall and sees the flags of the home countries of our students hanging from the ceiling in the middle of the main corridor. Because of the quality of these students and the mentoring they receive from upperclassmen, dedicated support staff and faculty when they arrive on campus, the international students are a well-integrated and highly engaged part of the OWU community. For instance, in the last decade, five Senior Class presidents were international students. These international students bring the world to Ohio Wesleyan. Their presence on campus provides countless opportunities for our domestic students to gain a knowledge of and appreciation for a wide array of other cultures. This OWU experience is exceptional, as evidenced by our students' answers to the National Survey on Student Engagement (NSSE) questions, "How often have you had serious conversations with students of a different race or ethnicity than your own?" and "How often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values?" Our 2007 first-year student and senior responses were significantly above those of other groups with which we compared ourselves. Coupled to other questions related to broadening experiences, these questions put us in the 95th percentile in "Enriching Educational Experiences" among schools who administered the survey in 2007 (6.8).

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Had serious conversations with students of a different race or ethnicity than your own	FY	2.88	2.59***	2.64***	2.56***
	SR	2.96	2.62***	2.66***	2.66***
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions or personal values	FY	3.00	2.73***	2.82**	2.68***
	SR	3.07	2.72***	2.83**	2.71***

Table 1.1—NSSE 2007 Results to the question, "In your experience at your institution during the current school year, about how often have you done each of the following?" 1=never, 4=very often; *p <0.05, **p<0.01, *p<0.001**

Deliberately engaging all groups on campus to value our diversity in positive and productive ways requires planning. With this goal in mind, President Mark Huddleston established the President's Commission on Racial and Cultural Diversity in 2005. The work of this group is described in Section 2A.

The Student Satisfaction survey found that diversity on campus is an issue of interest to many students. There was interest shown for more diversity in faculty and the staffing of some offices, as well as a desire for social programming to promote appreciation of the diversity on campus (6.12).

"Ohio Wesleyan University is distinctly [...] a place where the world gets healed, wounds get mended, broken things get stitched back together, justice gets done, peace gets promoted and, in the example of Rabbi Yeshua ben Joseph (Jesus of Nazareth), the other cheek gets turned for the greater glory of God."

*Rev. Jon R. Powers,
University Chaplain*

In 2007, the Office of the Chaplain, Multicultural Student Affairs and International Student Services collaborated to form a new group for enhancing the understanding of diversity: OWU LAB (Leaders Across Boundaries). OWU LAB is a cross-cultural leadership training program for students. It is administered jointly by the three University units that founded it, with the Office of the Chaplain offering primary leadership. A pilot program for a group of about 25 students was conducted during Spring 2008. Planning for the 2008-09 academic year was completed during Summer 2008. The goal of this program is to break down the boundaries created by nationality, socio-economic status, faith traditions, sexual orientations, race and ethnicity that exist within the student body through the training of a core group of cross-cultural student leaders. The program includes an initial three-day training retreat and ongoing programming. Participants must fulfill program obligations to continue to be members; they receive an honorarium upon completion of the retreat. When they take their place in leadership positions on campus, OWU LAB participants are expected to bring their acquired skills and diverse relationships with them. Informal cross-cultural interactions within the campus community also are assisted by their training and by the social network created through the program. OWU LAB builds on the existing strength of Ohio Wesleyan's diverse student population and intends to better prepare all students to be "citizens of the world" (7.1).

Ohio Wesleyan seeks to instill an appreciation for diversity in each individual. This goal is largely achieved through the diversity course required for graduation. The Catalog lists these courses that focus on non-Western cultures (1.1, p.41).

C. Understanding and support for the mission pervade Ohio Wesleyan.

The results of the Academic Policy Committee's Defining Institutional Identity survey, as seen in Appendix A3, report that the Statement of Aims accurately reflects the mission of Ohio Wesleyan. Students, faculty, administrators, alumni and trustees all contributed their perspectives about whether the curriculum supported the mission as outlined in the Statement of Aims. Out of the results came the ideas that led to changes in the general education requirements for natural science and a quantitative reasoning requirement that are outlined in the Introduction under Concern 5. The centrality of the Statement of Aims is clearly illustrated in this review process and the changes that resulted from it. In the survey results, while different groups valued some items from the Statement of Aims more highly than others, it is clear from the responses that all groups believe the learning objectives set out in the Statement of Aims are crucial to our mission as a university. Two-thirds of the averages of responses of the groups were above 4.0 out of 5. The lowest average on any response, and the only average under 3.5, was from students who did not value as highly the need to develop aesthetic sensibilities and creative talents (6.6).

The study performed by the Academic Program Work Group of the Strategic Planning process concluded that "[we] have faculty and staff absolutely committed and dedicated to the ideals we set forth in our statement of aims." In particular, this group emphasized

one sentence from the Statement of Aims. “The University has as its preeminent purpose to be a quality institution for teaching and learning.” Without asking departments and programs to speak to the ideals of the mission statement, the Academic Program Work Group found these ideals pervasive because they are part of our culture. They represent who we are as an institution (6.11).

In response to the Employee Survey, 70% of all employees (86% of faculty) indicated that they were familiar with the University’s Statement of Aims. After reading the Statement of Aims, 84% of employees believed that they were “an accurate reflection of OWU’s goals.” Eighty-four percent of all employees believed that their position “contributes to the University’s mission.” Positive responses to this item varied from 93% for faculty to 50% for non-clerical hourly workers (6.5).

Another, less formal, review of the Statement of Aims occurs periodically with small groups who are participating in weekend retreats associated with the University’s Lilly Grant for Theological Exploration of Vocation. During one of the sessions of the retreat, the University chaplain distributes copies of the Statement of Aims and asks participants for their reactions. Even though some participants do not remember seeing the statement prior to this discussion, they find it to be an apt representation of the character and aims of the institution.

D. Ohio Wesleyan’s governance and administrative structures promote effective leadership and support collaborative processes that enable Ohio Wesleyan to fulfill its mission.

Ohio Wesleyan has a long tradition of shared governance. Committees of the Board of Trustees and faculty committees contribute significantly to the planning and work of the institution. Similarly, the student government, Wesleyan Council on Student Affairs (WCSA), plays an active role in developing student policies, allocating student activities monies and advocating for student interests. The organization and operation of these bodies, as well as the structure of the administration, are monitored and modified as the institution faces new challenges and responsibilities. These governing structures interact



and exchange ideas on a regular basis, providing for healthy interchange and broad understanding of the state of the University. Notably lacking in the governance structure is a voice for many members of the administration (below the vice-presidential level). Staff are represented by two bodies: Clerical Council and Wage Council, which voice the interests of these groups to the administration. There is also a faculty member on the Clerical Council who conveys information directly to the University Governance Committee.

Board of Trustees

The mission of the Board of Trustees, found in the Code of Regulations (3.8) and on the cover of each recent Board Book (4.1), is to “perpetuate Ohio Wesleyan as a distinctive liberal arts College that ensures its place as an institution of choice by providing a superior academic and educational life experience.” In particular, the Board is charged with

- Hiring, encouraging and overseeing the president while entrusting him/her with the management of the institution.
- Ensuring institutional financial integrity.
- Overseeing and participating in fundraising.
- Defining and differentiating Ohio Wesleyan’s program.
- Providing the necessary fiscal, physical and human resources to meet present and future needs.

The Board of Trustees currently is composed of 43 elected or appointed members and 24 emeritus or life trustees (Appendix B3). The standing committees of the Board include the Executive, Academic Affairs, Audit, Endowments, Facilities, Finance, Marketing, Organization, Religious Life, Division of Student Affairs and University Relations Committees. The Board meets three times annually (January, May or June and October), with the Executive Committee meeting between each full-board meeting. The Board of Trustees meeting books are in the resource room (4.1).

In Summer 2007, following the departure of President Mark Huddleston, the Executive Committee of the Board established an *ad hoc* University Review Committee to address the current priorities for trustee attention. Five major initiatives were identified and communicated to the campus community:

- To identify a superb president who will bring vision and leadership
- To implement and complete a successful major capital campaign
- To transform our institutional agenda into a strategic plan
- To refocus the organization and work of the Board of Trustees so it is in line with the vision and performance requirements of the University
- To review and strengthen the governance system throughout the University so that authority, responsibility and institutional strategy are well in line (4.20).

Faculty governance

The faculty acts as a committee of the whole that meets monthly with the Provost presiding. Faculty governance is described in detail in the Faculty Handbook (2.2). Faculty members are elected to nine non-overlap committees (including serving as non-voting members of WCSA) and to eight overlap committees (Appendix B4). Most faculty committees have student members as well as representatives from the administration. The three committees with the greatest influence on campus are the Committee on University Governance (UGC), the Faculty Personnel Committee (FPC) and the Academic Policy Committee (APC). UGC, consisting of four faculty members, meets several times each month with the officers as well as meeting with the Board of Trustees and discusses matters related to the budget, size of the faculty and administration and personnel benefits. FPC, consisting of seven faculty members and the Provost, reviews all faculty members for retention, promotion, tenure and merit and makes recommendations to the administration in these areas. FPC also reviews policies related to faculty personnel matters and brings recommended changes to the faculty as needed. APC consists of nine faculty, three academic administrators and three students. APC oversees the curriculum (including the Honors Program and Sagan National Colloquium), recommends changes in the curriculum to the faculty and recommends the allocation of available full-time faculty lines (for departments and programs who have applied) to the administration. APC also has the new responsibility to biennially recommend to the administration high priority needs for endowed chairs.

Student government

The Wesleyan Council on Student Affairs (WCSA) is an elected body of 32 students, three non-voting faculty members and two non-voting administrators. Through this body, students make and discuss policies that affect their lives on campus; communicate concerns to the Division of Student Affairs, Residential Life, the food service and Public Safety and allocate money to campus groups. Under the appellation “Archway Committee,” the leadership of WCSA meets twice a month with the President, Provost and the Vice Presidents for Student Affairs, University Relations, University Enrollment and Strategic Communication and Finance and Administration. Conversations in this setting help the administration appreciate the needs and concerns of the student body while educating student leaders as to the competing demands for resources that sometimes move budget decisions in ways that may seem to differ from student expectations.

Administrative structures

The administration is divided into five broad areas, each overseen by a vice-presidential level officer (Appendix B5). Division of responsibilities among these areas changes on occasion, as requested by the officers, in consultation with the University Governance Committee and approved by the Board. Currently the Vice President for University Relations, the Vice President for Finance and Administration, the Vice President for University Enrollment and Strategic Communication, the Vice President for Student Affairs and the Provost meet weekly as a group of officers and regularly with the University Governance Committee.

One avenue for input and cross-divisional interaction that was re-instituted under President Mark Huddleston is the President's Cabinet. This group of upper-level administrators, who are just below the vice-presidential level, can discuss common concerns and suggest approaches for addressing these concerns that may cut across departments and improve accountability.

The University community is broadly represented at other significant junctures in the life of the college. Faculty and students join trustees and administrators on search committees for key positions within the University. Candidates for these important University positions meet with a wide range of campus groups and answer questions in several open sessions. Feedback from attendees is gathered and considered in the search committee's deliberations. Similarly, the Strategic Planning process has involved a wide cross section of the Ohio Wesleyan community, as described in Concern 4 of the Introduction. Finally, the Steering Committee for the Self-Study involved a similarly diverse group.

Ohio Wesleyan's governance structure works extremely well because all members of the community are committed to the system. The egalitarian nature of the strong committee structure for the Board, the faculty and the students, as well as multiple channels for communication among groups on campus, leads to decisions that are well-informed and understood by all involved. Participation by a wide range of campus constituencies fosters a resilient commitment to the institution and its policies and practices. This practice of governance from the ground up is characteristically "Methodist" and hence is a natural outgrowth of the nature and history of the college.

While the advantages of a small university are numerous, one of the challenges is the specialization and lack of redundancy in positions at all levels. If the person who makes ID cards and adds funds to these cards is out of the office for a minute, a day or the summer, students must wait until she returns to replace or renew their ID cards. If an administrator or staff member leaves or dies unexpectedly, tasks that s/he performed routinely, such as updating the Catalog or modifying Jenzabar code for administrative computing, may be puzzling to the successor. Many administrators, staff and faculty are so busy with their multitude of specialized tasks that they cannot afford the time to share their knowledge and approaches with a co-worker or leave sufficient documentation to allow someone else to step in and take over the task if and when that becomes necessary. Guidelines, encouragement and resources to provide greater cross-training or documentation in positions would better serve both employees and students of the institution.

Another outcome of the small-organization mentality is the lack of printed documentation in a number of areas. The faculty have a handbook that is updated on a regular basis as policies, benefits and committees change. Hourly staff also have handbooks, though they were last updated in 1994 (2.3). Professional staff, which make up more than a third of all employees, have never had a handbook; they are provided pertaining policies and the "Benefits, Leaves and Professional Support Programs" chapter of the Faculty Handbook. This differential documentation is reflected in responses to the Employee Survey

statement “I have a good understanding of the policies and procedures for my department/area/position.” Agreement with this statement varied among groups of employees: 81% of faculty, 70% of hourly workers and only 65% of administrators agreed (6.5). These responses may also reflect the lack of a Policies and Procedures Handbook or Web site. When an employee (new or experienced) needs to know how to accomplish a given task, s/he has to find the right person to ask for forms, instructions and idiosyncrasies.

While “friendly” and “informal” are often positive attributes, when the reliance on these characteristics hinders communication, movement toward a more formal structure and more readily available resources and information is warranted.

E. Ohio Wesleyan upholds and protects its integrity.

An institution protects its integrity in a variety of ways. Complying with federal and state regulations is the most fundamental level of responsibility. At another level, the institution sets its own policies and procedures for maintaining the ideals that it holds for its constituencies. Finally, the ethos that underlies the institution’s decisions and the way in which it functions speaks to the value the institution places on its integrity.

Ohio Wesleyan follows the regulations of its governing bodies. In the fiscal arena, we follow the Financial Accounting Standards Board (FASB) guidelines for reporting our income, expenses, assets and liabilities. Yearly audits of our finances are conducted by an external firm. Ernst & Young was the auditor through the fiscal year 2006-07. Beginning in 2007, the services of Maloney + Novotny have been used for financial audits (10.1). Faculty and staff are reminded to follow the Family Educational Rights and Privacy Act (FERPA) and students are informed of their FERPA rights in the Student Handbook. Our Occupational Safety and Health Administration (OSHA) officer consults with departments around campus to assure that federal guidelines for safety in the workplace, correct labeling and disposal of chemicals and appropriate laboratory safety regulations are being followed. The Environmental Health and Safety Offices from the Five Colleges of Ohio meet to share ideas and resources. Research involving human subjects is regulated by the Institutional Review Board (IRB), which is informed through our membership in the Institutional Review Council. Research involving animal subjects is regulated by the Institution Animal Care and Use Committee (IACUC), which is informed through our membership in the Ohio Scientific Education & Research Association (OSERA). Athletics follows the regulations of Division III of the National Collegiate Athletic Association (NCAA III) and the North Coast Athletic Conference (NCAC) to which we belong.

Ohio Wesleyan’s Department of Public Safety mission statement asserts that the department strives to “keep the campus community in an environment that our students find to be conducive to learning, to suppress crime and create a state of well-being by the presence of ample lighting, emergency telephones, personal safety escorts and crime prevention.” Fulfillment of this mission is measured by external auditing through the

National Center for Higher Education Risk Management, requiring an annual Clery Report of campus incidents (10.2, <http://publicsafety.owu.edu/pdfs/Clery.pdf>).

Ohio Wesleyan has a number of policies regarding the conduct of its students, faculty and staff. These policies are outlined in the Catalog (1.1, pg.5), the Student Handbook (2.1, <http://www.owu.edu/pdfs/20082009StudentHandbook.pdf>), the Faculty Handbook (2.2, <http://provost.owu.edu/pdfs/facultyHandbook.pdf>) and the Hourly Handbook (2.3). The Student Handbook contains policies that address both academic and social aspects of student life. These policies include the Academic Grievance Policy, Academic Honesty Policy, Alcohol Policy, Assault Policy, Menacing Policy, Sexual Assault Policy, Harassment Policy, Sexual Harassment Policy, Fire Safety Policy, Hazing Policy, Copyright Policy, Policy on Voluntary Sexual Relationships between Faculty/Staff and Students and Weapons and Explosives Policy. The Statement on Academic Freedom, the University Policy on Sexual Harassment and the Policy on Voluntary Sexual Relationships between Faculty/Staff and Students are found in the Faculty and Hourly Handbooks. Affirmative Action, the Sexual Harassment Policy, the Drug and Alcohol Policy, University Vehicle Usage Policy, Rental Van Usage Policy and Retirement Plan are addendums to the Hourly Handbook.

To assure due process in upholding the policies mentioned above, as well as allowing for appeals of decisions made in non-punitive situations, various procedures and appeal processes exist. The policies outline the procedures to be followed in the event of a violation of the policy for the protection of all parties involved. The University Judicial System (also described in the Student Handbook) has carefully defined procedures for addressing violations of policies for students. In cases of academic dishonesty, students may appeal to the Academic Conduct Review Board.

While general policies are carefully written and approved by appropriate governing bodies such as WCSA and the faculty, more focused guidelines and expectations for employees are sometimes lacking. Somewhat less than 70% of employees who responded to the Employee Survey thought that the expectations for their position were clear. Fewer than 45% of the respondents said there was a mechanism in place for them to receive regular feedback on their job performance (6.5).

Beyond regulations and policies, the University strives to uphold integrity in its very manner of operation. Just as with individuals, institutional integrity is an internal quality that can be measured against guidelines but not generated by them. Consistent with the Methodist tradition, we value all members of our community and seek to function in an egalitarian manner. Our strong governance structure is one example of this attitude. Minimization of bureaucracy, whether for student appeals, employee parking or travel reimbursements, also points to the importance of the individual over hierarchy. Also consistent with our egalitarian heritage and contrary to the prevailing practice in higher education, Ohio Wesleyan has non-overlapping salary ranges for faculty members in a given rank, regardless of discipline. This long-standing practice comes from our strongly held belief in equality.

While we strive for integrity in all aspects of the institution, we occasionally fall short of our ideal, often due to financial constraints or sometimes because of the challenges of appropriately serving or representing a very diverse campus community. Throughout the University, we strive to be a student-centered institution. Deciding what investment of resources best serves the needs of our students, however, can be challenging. The community is aware of shortcomings in the areas of quality of student housing and intramural athletics opportunities. We are in the planning process to address these needs. In the area of self-characterization, some students perceive a disconnect between what we say we are as an institution and what they find here. For instance, international students read of the proximity of Delaware to Columbus but may be disappointed when they arrive on campus to find readily available transportation to the city lacking. Still, the University's message resonates well with many on campus.

Conclusion

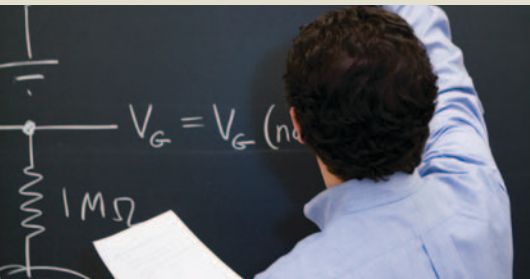
Ohio Wesleyan's strength is in students, staff and alumni who are committed to the concept of a liberal education that provides the basis for a life of leadership and service.

Strengths

- Dedication to truth and learning
- High cultural diversity among students
- Studies show the University reflects its mission statement in operations
- Student, faculty and staff committees provide input on University actions
- Following FASB, FERPA, OSHA, NCAA, NCAC and Clery regulations
- Procedures outlined in handbooks

Challenges

- Non-faculty needs more voice
- Intentionality in communicating mission
- Sharing knowledge of methods and practices across positions



CHAPTER 2

CRITERION 2

Preparing for the Future



Chapter 2 — Criterion 2: Preparing for the Future

Ohio Wesleyan's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.

Over the past decade, introspection, evaluation and assessment have provided the framework for change. Some of the needed changes already have been made, others are in process and some are still under discussion. The foundation for those changes involves cooperative planning and fiscal progress, both of which have been important in the past decade at Ohio Wesleyan.

A. Ohio Wesleyan realistically prepares for a future shaped by multiple societal and economic trends.

University-wide planning for the coming decades was a major emphasis of the former president, Mark Huddleston. Beginning in Spring 2005, a series of Strategic Planning retreats and subsequent work groups identified and researched key areas of the University that warranted attention and resources (6.11). The planning process is outlined in detail in Section 2D and Concern 4 of the Introduction.

Societal trends and diversity

The changing demographic of future college populations is an area of significant interest to administrators and staff in the Office of Admission. While they are already tapping a diverse population, they are planning for the continuing increase in underrepresented groups who will be graduating from high school in the next ten years. Throughout its history, Ohio Wesleyan has been a residential college, beginning with the dozens of students who first attended in the 1840s, some of whom lived in the original building, Elliott Hall. The Ohio Wesleyan Female College, which opened in 1853, was also a residential college within a few years of opening. Today, underclass students are required to live on campus unless they are living with a legal guardian or immediate family member, are older than 23 or are married. A limited number of seniors (and often juniors) are allowed to move off campus by choice through an annual off-campus lottery. Only a handful of students each year are what would be classified as "non-traditional." In Fall 2007, only 16 of the 1,968 full-time students were 25 or older. In the same semester, five of the 18 part-time students

were 25 or older. Given our location, tradition and success at serving students who recently have graduated from high school, we have no plans to actively seek students who are older and/or employed. Other colleges in the area, such as Ohio State University—Marion, Columbus State and Franklin University offer classes in Delaware with a goal of attracting these non-traditional students.

We have, however, attracted a diverse population into our student body for well over a century. Students from around the world came to Ohio Wesleyan to receive a college education due to the influence of OWU alumni who were serving in their countries as missionaries. Growth in the number of international students came in the 1970s when the college offered an English as a Second Language program. In 2008-09, international students comprise 9.5% of our full-time student body and hail from 50 countries (7.9). Ohio Wesleyan has the highest percentage of international students among undergraduate, bachelor’s-degree-granting colleges in the State of Ohio and the 14th highest percentage among similar colleges in the entire United States.

The number of U.S. students of color also has increased gradually throughout our history. In 2008-09, 9% of our full-time student body represented U.S. minorities. As can be seen in Figure 2.1, applications from U.S. minorities have increased more than three-fold from the early part of the decade. Overall domestic applications during the same time period have increased somewhat more than a factor of two (see Figure 2.2.).

U.S. First Year Multicultural Applications 2000-2008

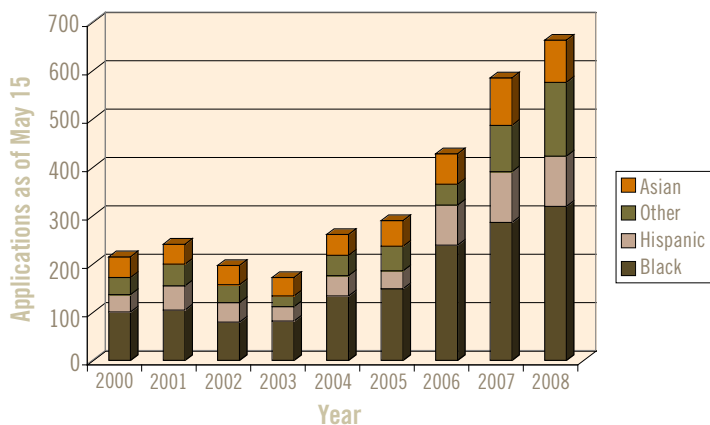


Figure 2.1—The change in first-year applications from multicultural U.S. students

In addition to ethnic diversity, OWU has significant socio-economic and U.S. geographic diversity in our student body. The 2001-2004 CIRP surveys indicated that 33.6% of our students live more than 500 miles from OWU, compared to 19.6% at other highly selective religious 4-year institutions and 17% at other religious 4-year institutions. Of the students who live closer to Delaware, many are from small towns or rural areas. The range of family incomes represented by students, as reported on the CIRP surveys, shows that our first-year students are comparable in economic background to students at other religious 4-year institutions.

While we have a heritage of diversity, we will need to invest additional resources in the recruitment and retention of minority students in an increasingly competitive college admission arena. To reach enrollment goals, senior managers in admission and financial aid obviously must develop strategic plans based on data of our own efforts as well as on knowledge of national and international admission trends: equity and access, affordability, academic preparedness and reputation. The report of the Future Students Work Group of the Strategic Planning Committee clearly presents the realities of the changing demographic and the additional challenges we face in meeting enrollment goals (6.11). Additional resources in admission staffing and in student financial aid will be needed to support an aggressive and strategic recruitment plan.

Prospective students in Ohio are exposed to Ohio Wesleyan through summer programs such as OWjL and Upward Bound. On an even less formal level is recruitment through tutoring programs in the area. There are formal efforts, though, by Admissions representatives. In Fall 2008, they visited more than 400 sites throughout the U.S., as well as schools and colleges in 19 other countries (see <http://nearyou.owu.edu>). There are special programs to attract legacy students and exciting visit weekends for prospective high school students, including Multicultural Weekend, set up by a special committee on multicultural recruiting (see <http://admission.owu.edu/events.html>).

Beyond paying increased attention to minority student recruitment, the University must assess the effects of changing demographics and the University's preparedness for this change with regard to curriculum, programs, services and outreach. The Directors of International Student Services and Multicultural Student Affairs provide guidance, programming and help to those students whose backgrounds may provide additional challenges in adapting to college. The position of Director of Multicultural Student Affairs has been filled by three different people in the last decade. Having continuity in that office will strengthen the Multicultural Program.

The President's Commission on Racial and Cultural Diversity was formed in 2005 to begin discussions about the cultural climate of the University. The Commission provides an annual report to the President and makes recommendations for furthering campus diversity (4.6). The Commission also gives awards at Baccalaureate to a student, a campus group and a faculty/staff member who have worked to improve the campus climate by promoting racial and cultural diversity.

Generous gifts by alumni have allowed the University to enhance the recruitment of international students through a full-time international admission specialist who visits other countries, talking to high school counselors and students. The gifts also have enriched the college experience of the international students who enroll by funding support staff and co-curricular activities such as trips to New York City during the week of Thanksgiving break.

As part of our Strategic Planning process, we identified a significant need in the area of external communication. We had not been effective in articulating our strengths or

“This endeavor speaks volumes about our overwhelming resolve to actively demonstrate to ourselves and to others, that we are truly committed to our closely guarded sense of community here at OWU. We will have to remain actively critical—not just for a period of time, or just as members of a committee—but throughout our existence as human beings.”

Justin McCoy '06, President's Commission member

characterizing our distinctiveness as an institution. A strong, consistent, coherent message would help us to attract the diverse group of students whom we wished to enroll. In 2006, the Office of University Communications was established and staffed and the Ologie study identified and characterized the message of Ohio Wesleyan (6.9). This marketing initiative has brought into focus the strengths of OWU and has created avenues to promote those strengths in clear, concise and consistent messaging in language that resonates with constituent groups. Information and perceptions gleaned from the branding “discovery” phase helped us consider who/what OWU is and who/what it is perceived not to be. The staff in University Communications has brought professional expertise in writing, design and media relations. Their aggressive promotion of the University, its strengths and benefits, faculty expertise and accomplishments, student initiatives and honors and notable alumni is improving perception and our reputation in the marketplace, which is vital if we are to be a “university of choice.” Though young, the marketing initiative is already credited with the increase of applications from prospective students and in improving communication within the University. The increase in the number of applications over the last decade is shown in Figure 2.2. In 2008, our enrollment goal was met by May 7, compared to May 31 in 2007 and May 15 in 2006.

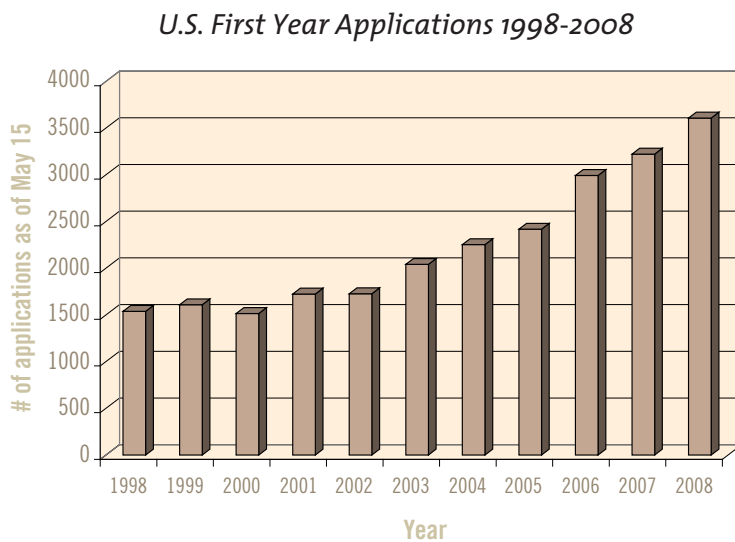


Figure 2.2—First year applications for the last decade

Economic trends and policies

Economic planning by the Endowment Committee of the Board of Trustees has moved the University toward a more fiscally responsible position for both investment of and payout from the endowment. In 1998, the Board of Trustees adopted a “Statement of Investment Policies and Objectives” (3.9). Guidelines for asset allocation and fund rebalancing were established. In addition, the document included a new “spending policy” related to payout from the endowment to the budget and restricted accounts. That policy reads,

Effective for the 1999-2000 fiscal year and subsequent fiscal years, the determination of endowment income (earnings and realized gains) available to unrestricted and restricted operations of the University will be the authorized amount for fiscal year 1998-99 incremented by five (5) percent of the additions to the endowment after June 30, 1997.

When the amount of endowment income (earnings and realized gains) available by this policy is less than or equal to the amount available by a calculation of five (5) percent of a twelve-quarter moving average of endowment market values ending with the quarter ending one year prior to the fiscal year, the policy of five (5) percent of a twelve-quarter moving average of endowment market values shall become the endowment spending policy to determine amounts available to unrestricted and restricted operations of the University.

Since the implementation of this policy, the market has had its ups and downs and the University's budget has faced challenges, but as can be seen in Figures 2.3 and 2.4, the allocated payout percentage is approaching the goal of 5%, and recently the total spending has been within the defined limits.

Endowment Spending Policy

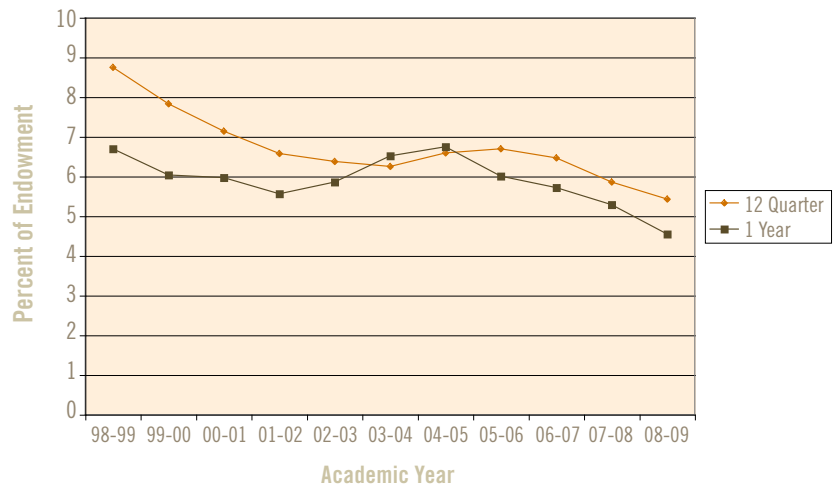


Figure 2.3—Payout rate from the endowment per the 1998 policy based on a 12-quarter rolling average (with a target of 5%) and based on the endowment value as of June 30 one year prior to the start of the fiscal year (which was the basis of the old policy). Budget years shown are for the year ending June 30.

Total Endowment Spending

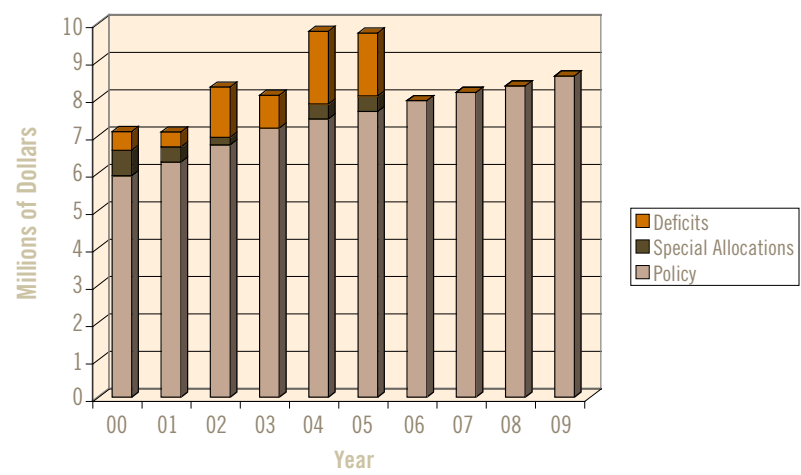


Figure 2.4—Total dollar amount of endowment spending showing both authorized amounts per the 1998 policy and additional payouts authorized by the Board of Trustees to cover deficits or provide for special allocations. The 2008-09 figure is the budgeted amount. Budget years shown are for the year ending June 30.

In addition to reducing the payout rate from the endowment, the Investment Subcommittee of the Endowment Committee has been extremely successful in finding quality investment advisors and in developing and maintaining balanced asset allocations. As a consequence, the return on investment for the University's endowment has outperformed the market and other colleges with endowments of similar size. In fact, in 2006-07 Ohio Wesleyan's return on investments was 20.3%, approaching that of Harvard (23%). Comparison of OWU's return on investment to other GLCA colleges can be seen in Figure 2.5.

GLCA Annual Returns on Investment (June 30, 2007)

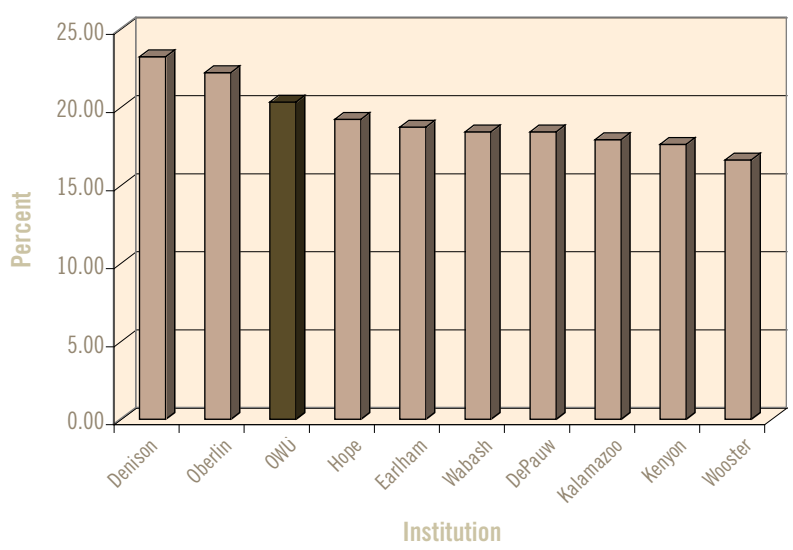


Figure 2.5—Return on investment as compared to other institutions.

University Relations Initiative and Smith Initiative for Gift Planning

In October 2006, the University Relations Initiative was launched through the generous support of select OWU alumni. With the mission to “create and enhance a dynamic, aggressive, goal-centered team committed to achieving longer-term objectives,” the Initiative strives to

- Generate the greatest amount of resources possible to further Ohio Wesleyan’s mission
- Move OWU towards a donor-centered focus utilizing research-based development, increasing participation among the alumni base and infusing stewardship in all efforts with donors
- Re-establish OWU’s historic tradition of community-wide commitment and inclusion utilizing fundraising as a uniting force among all constituencies on and off campus
- Emphasize clear, consistent, direct communications

The University Relations Initiative emerged from discussions with a variety of audiences led by the then newly hired Vice President of University Relations, Mark Shipps, who sought the counsel of alumni serving in University-based development positions across the country in formulating the more than \$1 million Initiative.

Actions of the five-year University Relations Initiative have included integrating the University Relations goals and objectives with the OWU strategic planning process, reorganizing the University Relations Department to maximize performance, filling new and vacant positions, providing for the orderly transition of the Public Relations Office into the Office of University Communications, continuing the ‘mini-campaigns’ (“Remembering Mr. Rickey,” Lilly Vision OWU, Ross Art Museum and the Summer Science Research Program), stimulating a culture of stewardship and communicating the vision to and with the entire OWU community. Among the specific tasks undertaken are creating the Development Services Office within the University Relations Department that houses Alumni Records, Gift Processing, Research and Prospect Management to enhance efficiency and focus; examining the prospect pool through electronic screening; reconvening the Annual Fund Council, reestablishing annual goals for the Annual Fund and selecting the theme of “Today, Tomorrow and Forever” to guide the development efforts as well as to characterize the next capital campaign.

Expected benefits of the University Relations Initiative involve engaging the entire OWU community in

- Ensuring institutional financial integrity
- Providing for a longer-term base of support through the broadening of the pyramid of financial support and significantly increasing overall participation
- Creating a solid, research-based development effort

“Ohio Wesleyan has a large group of loyal alumni who have been very supportive of the more immediate needs of the institution, but they also want to help secure the long-term health of the University through their planned gifts. We think that this effort will enable the transformational giving to which so many of our alumni aspire.”

Helen Smith '56, former Board of Trustees Chair

- Providing significant additions to the endowment
- Returning the Annual Fund to meeting/exceeding goals and supporting the growth of the institution
- Encouraging the opportunity for transformational gifts and programs through the Capital Campaign

A significant companion piece to the University Relations Initiative followed in 2007. The multimillion-dollar Smith Initiative for Gift Planning, reflecting the long-term interest and generosity of an OWU alumni couple, will propel Ohio Wesleyan's efforts in planned giving. The Initiative seeks to increase the number and size of all types of deferred gifts, improve success in OWU's overall development efforts and enhance the size of the University's endowment.

The Smith Initiative for Gift Planning provides incremental funding to expand and enhance the Office of Gift Planning over the course of five years. Specific elements of the Initiative will increase Gift Planning staff; provide programmatic funding; create literature for use by staff and donors; train other staff, including major gifts officers, to assist with planned giving initiatives and provide resources so that officers can maximize their effectiveness. Moreover, the Smith Initiative is directed to enhance the University's ability to provide expert fund management and gift administration. This will enable maximum efficiency, results and flexibility for the donors, beneficiaries and the University. The Initiative also is engaging Ohio Wesleyan's numerous alumni who work in gift planning and related fields as scouts for the professional staff, and by doing so, expanding the scope of this development effort as well as providing a much stronger gift planning focus with reunion classes and capitalizing on the rich database of potential donors identified in our recent research.

Based on a detailed plan for anticipated expenses and results, we project that this initiative will result in a significant increase in new planned gifts over the next five years. The expanded staff, coupled with cross-training within the development office, will create increased opportunities for annual gifts and major gifts. The strength of this initiative lies in its potential to create remarkable synergy among all our fundraising programs as OWU increases the numbers of alumni visited, types of gifts sought and successes realized. Periodic and comprehensive reviews of program effectiveness will be performed to maximize the return on this investment. An investment of this type from a donor—supporting programmatic and operating functions of a development office— is unique and has been cited in *The Chronicle of Higher Education* (3.10) (Vol. 53 Issue 50 (August 17, 2007) p. A41).

B. Ohio Wesleyan’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Staffing numbers

It is clear from NSSE results in Section 5D that our students greatly appreciate the faculty with whom they interact and from whom they learn. Yet a continuing concern of members of the faculty, administration and Board of Trustees is the need to reduce the student-faculty ratio. At 12.4/1 in 2007-08, we had the fourth-highest student-faculty ratio among the schools in the Great Lakes Colleges Association (GLCA), as shown in Figure 2.6. We are even further behind the top schools in the *U.S. News & World Report* list of top liberal arts colleges (3.11). Williams has a 7/1 student-faculty ratio and Amherst’s is 8/1.

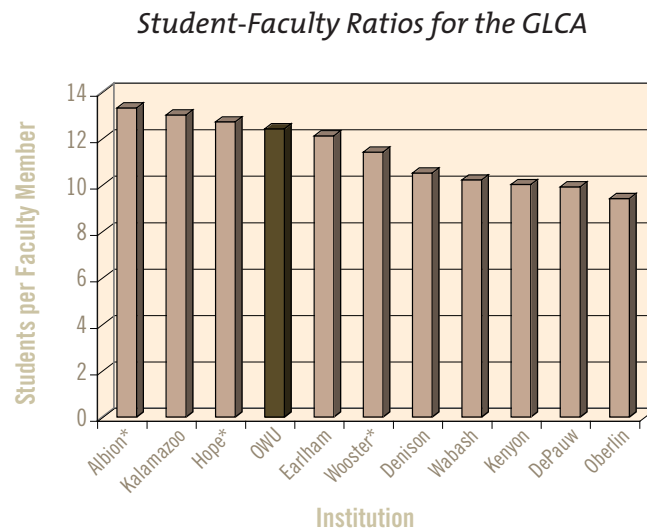


Figure 2.6—Student-faculty ratios for GLCA colleges. Numbers are from IPEDs for 2007-08. *indicates 2006-07 numbers.

A specific goal for the student-faculty ratio has yet to be established, though both a goal and a timetable to reach that goal have been needed for at least four years (since the previous staffing plan reached its final year).

The student-faculty ratio is based on a faculty count that includes both full-time and part-time faculty. Some part-time faculty positions are necessary to offer the full curriculum, to cover significant gaps that arise when full-time faculty are on sabbatical and to provide extra sections of courses due to enrollment demands. Many part-time instructors have demonstrated excellence in teaching and have made valuable contributions to University departments and programs. We are fortunate that many of these individuals are highly qualified educators and could be teaching at other universities but are working

part-time at Ohio Wesleyan because family ties keep them in the Delaware and Columbus area. Moreover, many of them have been members of the faculty for decades.

As an institution, we value the contributions these educators make to our students and our community. However, full-time faculty positions are viewed as more desirable when feasible. These positions are authorized by the President and Board of Trustees. The allocation of full-time positions is reviewed thoroughly by the Academic Policy Committee through a process described in Section 2C. In any given year, the number of “authorized” tenure-track positions typically exceeds the number of “filled” positions due to last-minute departures or unsuccessful searches. In these cases, either part-time or term appointments are used to cover the requisite courses.

From 1998-99 to 2008-09, the number of authorized full-time faculty positions has increased 5.3%, from 131 to 138. During this same period, the number of filled positions increased almost 16%, from 119 to 138. During this same time period, the entering student enrollment averaged 1892 +/- 34, with no upward or downward trend. Figures 2.7 and 2.8 show the change in full-time faculty positions and the change in the student-faculty ratio over the past decade.

Authorized and Filled FT Faculty Positions (Fall 98-Spring 09)

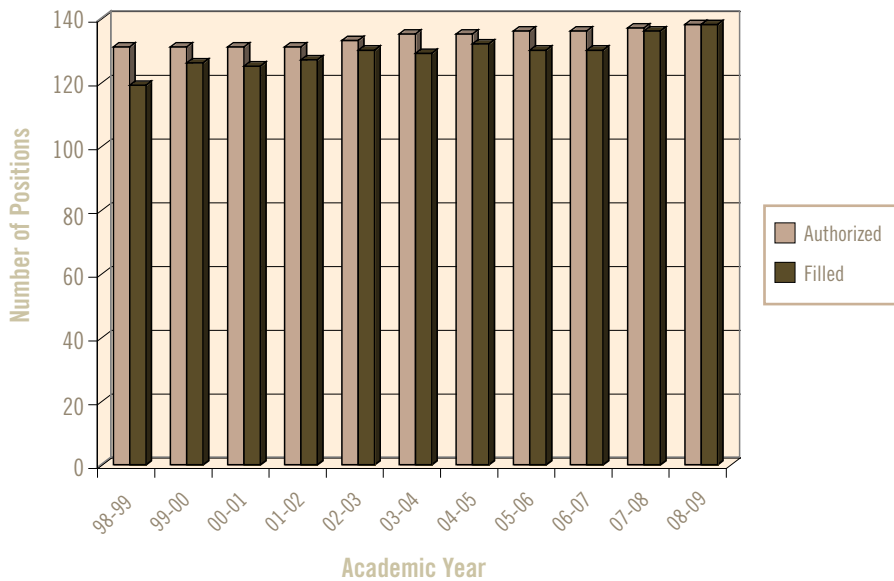


Figure 2.7—Full-time faculty positions allocated and filled for last decade

OWU Student-Faculty Ratios

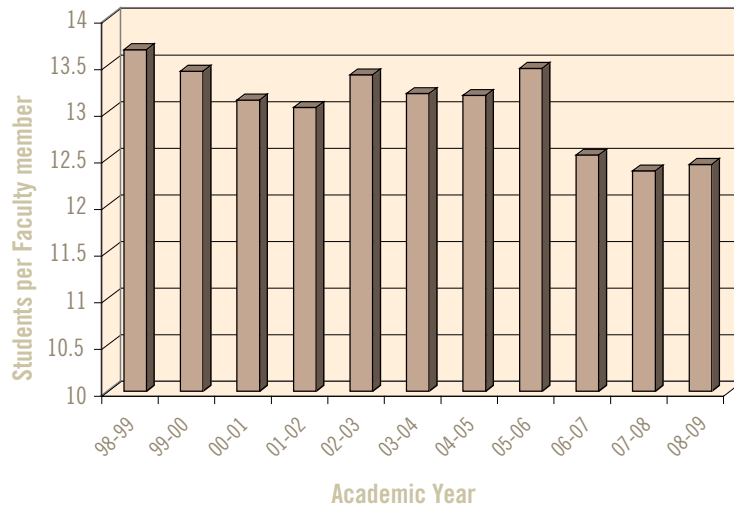


Figure 2.8—Student-faculty ratio for last decade (Note: OWU’s formula for computing the student-faculty ratio was changed beginning in 2006-07 to bring it in line with the AAUP methodology. This change is reflected in the drop in the student-faculty ratio seen in the graph).

Strategies to increase the size of the faculty have been generated in many contexts. The most extensive plan was developed in 2005 by the Endowed Chairs subgroup of the Endowment Work Group formed after the first Strategic Planning Retreat (see Section 2D) (6.11). This proposal recommended the establishment of sixteen endowed chairs (requiring \$32M in new endowment), which would enable the size of the faculty to grow so that the student-faculty ratio could be reduced. In response to this proposal, the President requested that the Academic Policy Committee (APC) gather and evaluate proposals for new positions within departments. Of the more than twenty proposals received, APC recommended to the President and Vice President for University Relations eight positions (two in each division) for active solicitation of donors by University Relations in Fall 2006. APC agreed to review and update this list of “high priority” positions every two years. No new endowed chairs have yet been funded as a result of this initiative.

The Salary, Compensation and Work Environment Planning Group for Strategic Planning recommended adding 35 new faculty positions over the next 20 years and “increasing non-faculty staff throughout the University in areas such as the libraries/information systems and student affairs to support the academic programs” (6.11). This recommendation and many others from the Strategic Planning working groups remain to be incorporated into a final, prioritized plan.

Staffing deficiencies certainly are not limited to faculty. Administration and staff also are called upon to do more than their job descriptions entail to keep the University functioning smoothly. Forty out of 134 responses on the Employee Survey listed more faculty and staff as one of the top three areas needing additional resources. The only need mentioned more often was improvements in residential facilities (6.5).

Compensation

In addition to the need for more faculty and staff, salary increases are an ever-present concern to employees. Faculty salaries have increased approximately \$10,000 for all ranks in the last decade (See Figure 2.9). Since the starting salaries for the ranks were different, this increase corresponds to approximately 30% for the floor of the Associate Professor range and approximately 20% for the floor of the full Professor range. The difference in growth rate between ranks is necessary to remain competitive at the Assistant Professor level when hiring faculty members.

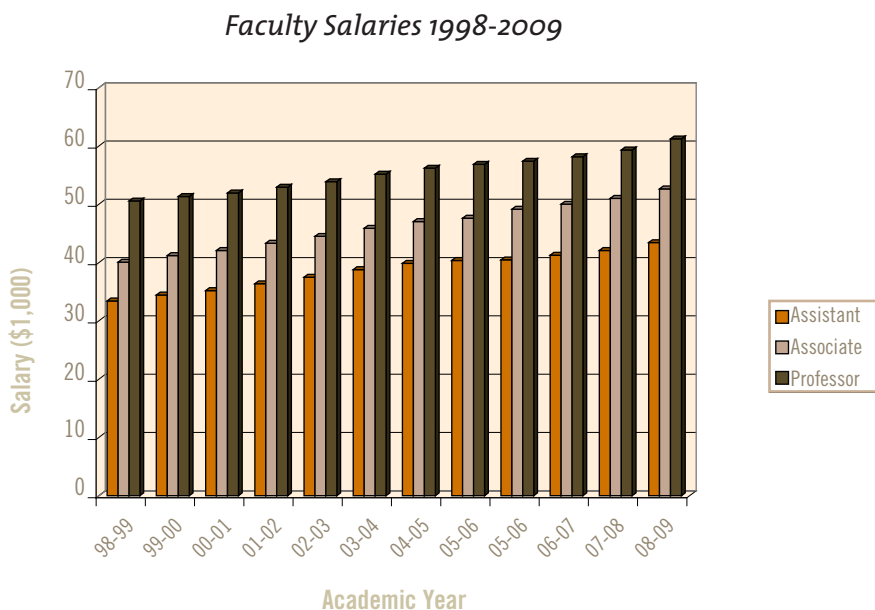


Figure 2.9—Faculty Salaries—note that Ohio Wesleyan has a non-overlapping salary scale among ranks. These represent the “floor” values.

OWU’s faculty salaries, compared rank by rank with other GLCA colleges, are traditionally in the lowest third of the group of eleven colleges, as can be seen in Figure 2.10. When the average salary per faculty member is compared to the averages for other GLCA colleges, however, we fall in the middle of the group, a higher position than for any of the three ranks separately. This seeming discrepancy is a result of the comparatively large number of full professors at OWU and smaller number of assistant professors than our peers (see Figure 2.11). Our historic non-overlapping salary scale and low associate professor salary range may produce pressure to (eventually) promote all faculty members to the full professor rank, unlike practices at many other institutions. At the junior end of the faculty ranks, we hire very few visiting faculty members since we do not use these positions to fill vacancies due to sabbaticals, again unlike many of our peers. This combination of practices produces “top-heavy” weighting that skews our average salary, making it a less reliable comparison than rank by rank values. In 2006-07, steps were taken to begin widening the gap between the “ceiling” of the Assistant Professor range and the “floor” of the Associate Professor range to enhance the intermediate group and assure noticeable raises upon promotion to Associate Professor.

Faculty Salary (2006-2007)

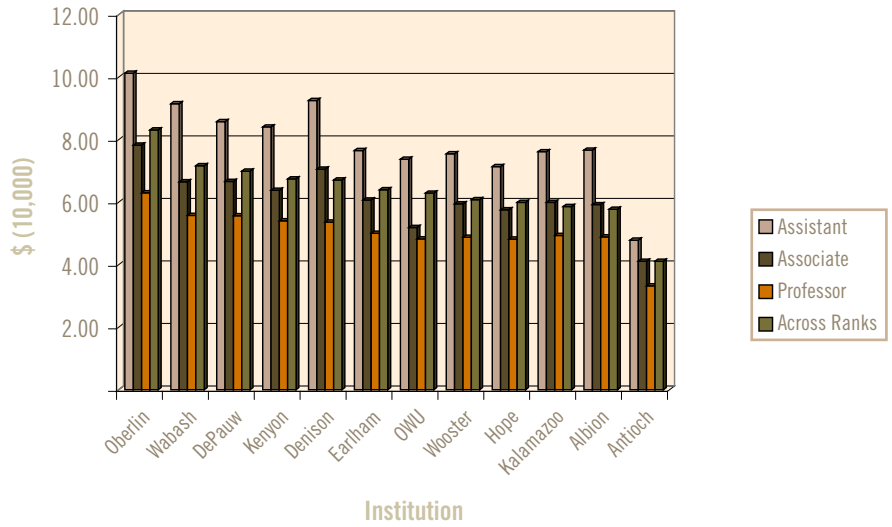


Figure 2.10—GLCA faculty salary comparisons by rank and across ranks. Order is based on the “across ranks” salary figures. Values are the “floor” salaries.

Distribution of Faculty (2006-2007)

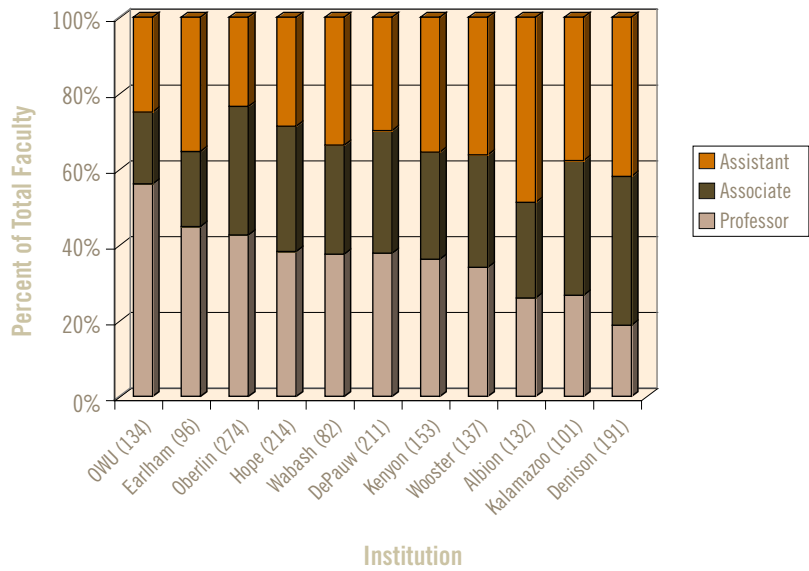


Figure 2.11—Percentage of faculty in various ranks for GLCA colleges, ordered by the percentage of full professors. Total number of faculty members is given after each college’s name.

Salaries for administrators and staff are not as readily compared with peers at other institutions due to lack of data. Salaries for some administrative positions remain competitive when new employees are hired into these positions. Salaries of staff, which are incremented at the same rate as faculty salaries, probably also lag behind peers, though the extent to which this is the case is difficult to determine.

A significant attraction for some staff hires is the tuition benefit for individuals and family members that is available to all employees. Other employee benefits include retirement investments in TIAA/CREF, life and disability insurance and health insurance with no premium payment for the employee (though there are monthly premiums for family coverage, dental and vision).

Academic support

In 2006, academic departments submitted detailed reports of current resources and needs to the Academic Program Work Group of the Strategic Planning Group (6.11). While these reports were far too extensive for details to be included in the report of the Academic Program Work Group, a summary of cross-cutting themes indicated significant needs in the area of program budgets, facilities, personnel and technology/equipment. A summary of the key components and how they affect students' OWU experiences is included in Appendix C1.

Financial resources for academic programs and support areas typically lag behind needs in these areas. Due to budget constraints and an agreed-upon priority for modest salary increases, during five of the last ten years there were no across-the-board increases in program budgets across campus. The effect of this slippage in spending power is evident in comments from the employees on the Employee Survey: only 56% of employees agreed that they had the necessary resources to accomplish their work tasks; among faculty and administrators, the agreement percentages were 54% and 46% respectively (6.5).

Information Technology is commonly cited by faculty and staff as being resource poor and behind our peers, even though it is effective with the resources that it has. Of 132 employees, 36 listed technical support as one of the top three areas needing additional resources. These responses referred not only to Information Technology, but also to the need for more "smart classrooms." Of 61 classrooms (not counting computer labs and computer classrooms), only 19 are equipped as smart classrooms. Five new projectors should be installed during the 2008-09 year, but further needs are still present. Also, Library and Information Services has had difficulty filling staff positions because the salaries are not competitive.

The Sagan Academic Resource Center (SARC) provides academic support for students in areas such as writing, quantitative reasoning, learning differences, time management, study skills and test taking (7.10). While the staff and students in the center are talented and dedicated, additional personnel and financial resources are needed to better serve our students. The SARC is one of the areas of emphasis in a plan put forward by the Academic Affairs Office at the Academic Affairs Committee of the Board of Trustees in May 2008 (6.12).

While the program support for academics is strong in many areas, the physical spaces in which these support offices are located are often not of the quality of the personnel who work there. Less than 50% of employees surveyed agreed that the physical facilities in their areas were adequate. The problem was greatest for administrators and faculty, with

only 42% and 39%, respectively, saying that their facilities were adequate (6.5).

The general feeling on campus is that the endowment falls short of providing the resources we need to reduce dependency on tuition and fees and to provide for needed improvements. In order to have a smaller student-faculty ratio, more staff for academic support systems such as Libraries and Information Services, better-equipped and better-furnished classrooms, more competitive salaries and more attractive residence halls and other facilities, we need to increase our endowment substantially. In June 2007, Ohio Wesleyan's endowment per student was second from the bottom in the GLCA (see Figure 2.12). A report from Maguire Associates to the Board of Trustees in Fall 2008 verified this widely held idea, "While almost all college/university communities complain of insufficient resources, efforts to continue stabilizing day-to-day finances along with new fundraising are critical [at Ohio Wesleyan]."

GLCA Endowment per Student

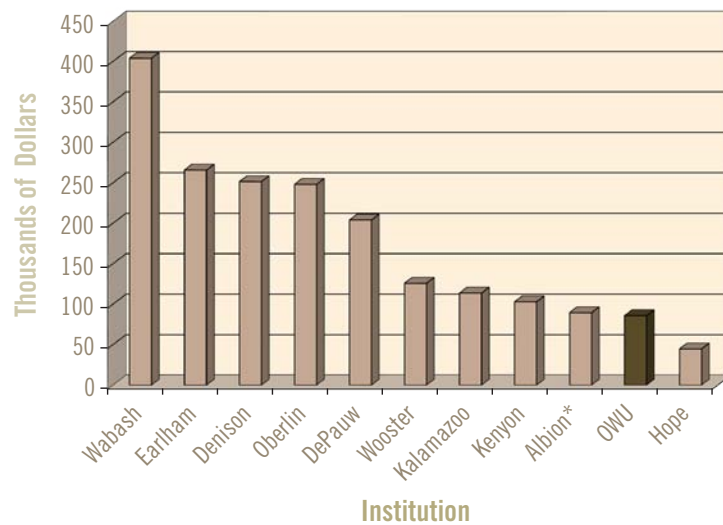


Figure 2.12—Endowment per student for GLCA colleges as of June 30, 2007 and based on 2007-08 enrollment. *indicates endowment for June 30, 2006.

The major revenue stream for the University is tuition. Figure 2.13 compares the tuitions at the GLCA colleges. The dependence of the budget on tuition revenue drives the increases that keep Ohio Wesleyan in the upper half of the GLCA.



2008-09 Tuition for GLCA Institutions

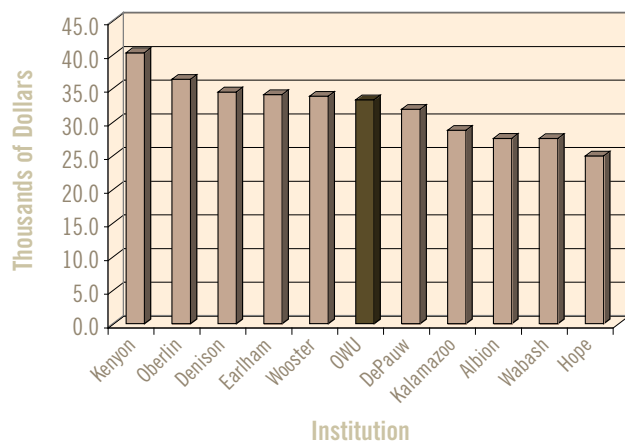


Figure 2.13—Self-reported online data for the 2008-09 tuition rates, through <http://www.ucan-network.org>.

The \$ 2 million Lilly Grant for Theological Exploration of Vocation that OWU received in 2002 has enabled the University to focus greater attention and resources on the third objective in our Statement of Aims: “to place education in the context of values” (7.11). From the writing of the grant proposal to the implementation of its components to the plans for raising the requisite \$6 million in endowment to sustain the program, this program has involved students and staff from across campus.

C. Ohio Wesleyan’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Ohio Wesleyan’s governance and administrative structures provide an array of processes for evaluating programs, personnel and facilities and assessing student learning. Some of these structures are long-term. Some have been introduced in recent years to address observed needs. Some processes are short-term, serving a specific, time-limited purpose.

Assessment of student learning

Among the University’s standing committees is the Assessment Committee, whose role is to educate and assist the community in the area of assessment of student learning and to implement the general education assessment plan. Since its establishment in the mid 1990s, the committee has been broadly representative of the OWU community, including elected representatives from each of the four academic divisions, the

Registrar, Associate Dean(s) of Academic Services, the Vice President of Student Affairs, a representative from the Academic Policy Committee and two students. In October 2006, the four division representatives on the Assessment Committee and the Associate Dean of Academic Affairs for Assessment and Accreditation attended the Higher Learning Commission workshop, "Making a Difference in Student Learning: Assessment as a Core Strategy." The Assessment Committee shared ideas it learned for effective assessment strategies with the campus community both at faculty meetings and in smaller conversations between the division representatives and assessment liaisons from each academic department and program. The workshop was especially helpful as the committee reviewed updated department and program assessment plans. A description of this process can be found in Section 3A.

Ohio Wesleyan's general objectives for learning and development are outlined in the Statement of Aims. The types of measures used to assess our effectiveness at meeting these objectives are as varied as the objectives themselves. An outline of the Statement of Aims and tables indicating where our programs address these objectives and how the outcomes are measured are found in Appendix C2. Our general education objectives are found largely under the second section of the Statement of Aims. Several ongoing, University-wide measures are used to assess student learning at this broadest level, including the Watson-Glaser Critical Thinking Appraisal, a writing assessment, surveys of students in ENG 105 (Freshman Writing Seminar), pre-and post-tests in Modern Foreign Languages, exit interviews of seniors and course-specific assessments of quantitative skills (in Q courses). In addition, periodic single-topic assessments are conducted at the beginning of the semester, gathering data from a large number of courses and students.

The Watson-Glaser Critical Thinking Appraisal has been used at Ohio Wesleyan since 1998. Until 2007, more than half of the incoming freshmen were required to take the appraisal during freshman orientation, just before classes started. In 2008, the test was administered to all first-year students during StART. A subset of these same students, selected randomly within four grade-point ranges, take the test again during the spring of their senior year. Results for 2001-08 show statistically significant improvement when freshman and senior scores for the same students are compared. Out of a possible 40 points, the freshman scores averaged 28.4 +/- 0.5 while the senior scores were 31.9 +/- 0.5, for an average gain of 3.5 +/- 0.5. Increases in all five subtests were statistically sig-



nificant ($p < 0.001$), but the largest normalized gain was in the area of deductive reasoning. A small number of faculty and staff members were administered the Watson-Glaser appraisal for comparison with student scores. More results are in Appendix C3 (9.4).

The writing assessment is performed through a comparison of papers written by members of the entering freshman class and a sample of the same students when they are seniors. Writing samples for freshmen are collected from Freshman Writing Seminar students the first week of the semester and from students who are exempt from ENG 105 during freshman orientation. Collecting writing samples from seniors has proven more challenging. At the beginning of this assessment process, volunteers were sought to write papers. This approach yielded poor results, both in quantity and quality, given the busy schedules of seniors and the lack of motivation to do well. In recent years, we have asked faculty members to provide copies of shorter papers that seniors write as part of a regular course. This approach has provided papers that are more representative of our students' writing. Holistic evaluation of the papers is done by members of the Assessment Committee after a norming exercise led by an English faculty member. The collection of papers that is evaluated consists of pairs of freshman and senior papers by the same student. All papers are numbered and are read (blind) by two readers. Papers are evaluated on a six-point scale for content, organization, paragraphs, sentences and diction and grammar and mechanics, as well as being given a "global" score. Statistically significant ($p < 0.00001$) improvement was shown for the students whose papers were evaluated. Normalized improvements for all scoring areas is shown in Figure 2.14 but, on average, students' scores increased 29% of the maximum possible that they could improve in a given area (9.2).

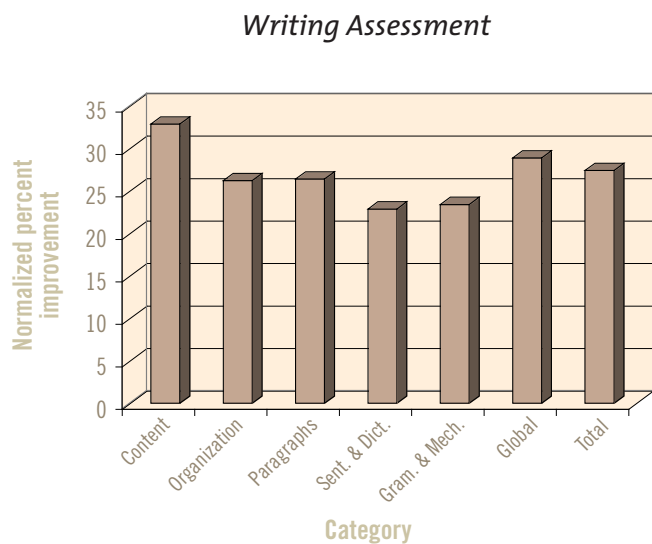


Figure 2.14—Papers written at the start of freshman year and at some point during senior year were compared by members of the Assessment Committee using a standard rubric. This shows the percent of possible improvement for students who were seniors in 2003-2008. $N=175$.

These quantitative results regarding improvement in students' writing are corroborated by comments from seniors who participated in exit interviews. Of the students interviewed, 90% agreed that their writing skills had improved. When specifying where this improvement occurred, a greater percentage of students (81%) said that the Writing Across the Curriculum (R) experience helped them express themselves more clearly, whereas only slightly more than half of the students said the same of Freshman Writing Seminar (ENG 105) (9.6). The lower positive response rate for ENG 105 is largely due to the fact that some of the students interviewed were exempt from this first composition course.

More direct information regarding the first-year writing experience comes from the survey conducted each semester in ENG 105. Results of these surveys are compiled in Academic Affairs and shared with the Department of English. A summary of the results can be found in the resource room (9.1). Some key findings from the survey include:

- Students typically wrote four 3-5 page papers
- 94% of students wrote a longer documented paper
- Students typically wrote 3 drafts of a paper
- Students typically had 3 conferences with a professor in a semester
- In-class writing was done approximately weekly
- A very wide range of writing in addition to papers was done
- A very wide range of reading materials was used
- Students prefer reading fiction (stories) to non-fiction (essays)
- Students read roughly 16-30 pages per week for the class
- 91% of students found that ENG 105 taught useful means of gathering materials for writing
- Students agree that peer response to writing was valuable
- Students strongly agree that meeting with the professor was valuable
- Students are neutral as to whether special events were valuable
- Students agree that they are more capable writers as a result of ENG 105

Progress in development of language skills in a non-native language are measured yearly using foreign language examinations that are administered to entering freshmen and to students at the end of the introductory language courses. An example of the improvement in student performance on these examinations can be seen in Figure 2.15. From the chart it is clear that the larger gain in knowledge of Spanish comes during a student's first college course (9.5).

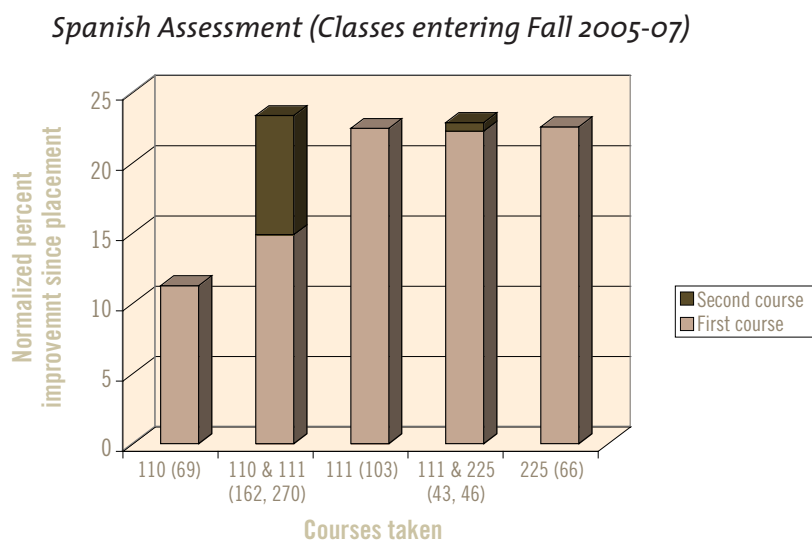


Figure 2.15—Average improvement in introductory Spanish courses over the baseline score from the initial placement exam. N values are in parentheses.

When the Quantitative Reasoning (Q) requirement took effect in Fall 2006, the Academic Policy Committee asked some departments that were teaching multiple sections of Q courses to work on developing a tool to measure student learning in the quantitative aspects of the course. Chemistry, Economics and Mathematics have tried various tools for assessment (9.7). Because the skills that are developed vary from one discipline to another, no single tool will work for all courses. The development of useful measures is a slow process, since data can be collected only once or twice per year. Guidance of this aspect of assessment was turned over to the Assessment Committee in Spring 2008.

Beyond writing, reasoning and language skills, the respondents to the Senior Exit Interview indicated overwhelmingly (>90%) that their study skills improved while at OWU (9.6). They mentioned specific habits that they developed that aided their academic work. The items that they mentioned overlap significantly with ideas discussed by an *ad hoc* committee on Introductory Best Practices, which has been working to raise the awareness of faculty about deliberate methods to aid first year students in their transition to the rigors of college (4.10).

In addition to the ongoing, systematic measures of student learning, short, focused assessment surveys have been employed for several semesters. Faculty members who are willing administer these surveys during their first class meeting of the semester. In



Spring 2007, the survey was given to students enrolled in “Writing Courses,” in which they would be writing and revising papers to earn an “R” for Writing Across the Curriculum credit. The questions regarded proper citation practices. At the beginning of the semester, 449 students and 12 faculty completed the survey. Results of the survey (for all student participants) were distributed to faculty members within the first few weeks of the semester. The lack of understanding of when to cite sources could then be addressed more directly as faculty worked with students during the semester. A subset of the Writing Courses used the survey at the end of the semester as well. Comparison showed that end-of-the-semester responses were by and large in greater agreement with the (limited) faculty responses than on the pre-survey (9.8). The exceptions to this improved agreement are in cases where the students appear to have become more conservative in their citation practices, such as for “common knowledge” or “dates.”

In Fall 2007, a first-day exercise requiring the participants to analyze simple statistical information was administered to 684 students. The average performance was about 70% and was roughly independent of number of semesters completed or the number of quantitative courses taken. The student scores were positively correlated with (self-reported) SAT/ACT mathematics scores (9.8).

In Spring 2008, the assessment exercise involved interpreting graphical information about funding for the arts in New York City (9.8). While the averages might seem to suggest a positive correlation between performance and the number of semesters at OWU, the error bars on the data suggest that this correlation is weak. Also, the performance by students who are majoring in the natural sciences appears to be higher than that of other students, but not significantly higher. See Figure 2.16.

Chart Assessment Results, January 2008

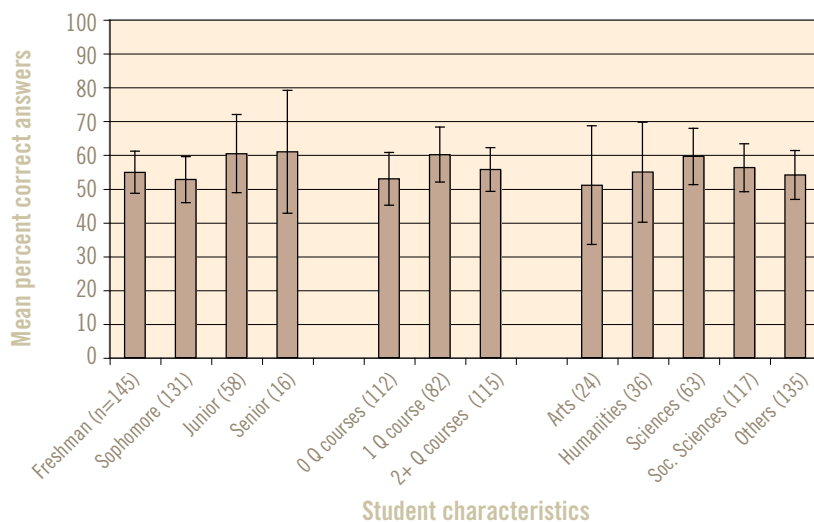


Figure 2.16—An assessment of students’ abilities to glean information from a chart; correlations are shown based on class, quantitative courses completed and major.

The Assessment Committee discussed the meaning of the results of each of these

mini-assessments in the semesters that they were given. The lack of significant correlations between experience at Ohio Wesleyan (number of semesters, major and number of quantitative courses) was a bit surprising. The overall performances were lower than we would have liked or even expected, raising the question of whether the results are telling us that our students have lower abilities than we suppose, whether they are not motivated to think carefully about the assessment questions, or whether the questions are geared toward skills acquired and emphasized in high school and not reinforced in college courses. The design of these mini-assessment exercises also is not trivial. We will think carefully about the implications of these results for teaching and learning and the benefits and challenges of continuing this approach.

Results of ongoing assessment at the University level also are discussed by the Assessment Committee. General results, such as measurements of critical thinking, confirm that we are enhancing students' abilities during their time at OWU but lack the specificity needed to modify our program to develop these skills even more effectively. The results from the Writing Assessment have been shared with the faculty. A lunch meeting, co-sponsored by the Teaching, Learning and Cross-Cultural Programming Committee and the Assessment Committee shared both the Writing Assessment results and the process and rubric by which the data are gathered with interested faculty and administrators. Participants considered how they might use similar measures in their courses. If or when these general assessment results show significant differences from one year to the next or from one area to another, we will seek the cause of the differences. When the data are uniformly positive in the improvement that they show, they provide affirmation without pointing to particular areas for improvement.

More extensive analyses of correlations of the performances of our students with inputs such as SAT/ACT scores, high school GPAs and initial Watson-Glaser scores would be helpful. Currently it is very difficult to collect and analyze certain types of historical information as a result of not having a "history" feature in our Jenzabar (J/CX) database software. For example, if we want to examine the academic experiences of students who have been on probation or who have been dismissed and who then eventually succeed, we would need to know the history of their academic standings. The only way that we can isolate these students in the database is to keep hard-copy lists of such students every semester and manually download their transcript information student by student. Similar difficulties are encountered in trying to gather accounting information for reports. There are much less laborious ways of accomplishing these tasks with other university database software.

Five Colleges of Ohio Teagle Grant

In 2005-06, the Five Colleges of Ohio received a small exploratory grant from the Teagle Foundation that was used for two workshops on assessment. Out of these workshops came a proposal to Teagle's "First Steps" program for a three-year grant to look at the possibility of developing generic rubrics to assess creativity and critical thinking, with a longer-term goal of ascertaining whether liberal arts colleges are better at developing these abilities than other types of higher education institutions.

Four of the Five Colleges of Ohio (Denison, Kenyon, Ohio Wesleyan and Wooster) were awarded a three-year, \$297,000 grant from the Teagle Foundation for this study. In the first year (2006-07), 18 faculty members from the four colleges were divided into two groups, one focusing on creativity and the other on critical thinking. The groups met multiple times throughout the year, listening to experts, talking about characteristics of creativity and critical thinking, discussing how to design rubrics and sharing the outcomes from developing and using rubrics in courses or for broader purposes.

In the second year (2007-08), 48 additional faculty from the participating colleges attended workshops on the development and use of rubrics and then constructed their own rubrics for use in a course during the fall semester. Rubrics and results were discussed in the spring and commonality was sought with the guidance of three experts who were in attendance.

During Summer 2008, a generic rubric to assess both creative and critical thinking was developed by the grant administrators (6.13). In 2008-09, 16 faculty members from the four colleges are taking the generic rubric, selecting categories that are relevant for their assignments and using the rubrics to assess student learning and performance. These faculty are using the adapted rubric for a longitudinal study, either within one course or across courses.

In addition to the focus on rubrics, perceptions about creativity and critical thinking were studied using a survey that the Teagle group developed and via focus group discussions. First-year students, seniors and faculty were surveyed in Spring 2008 (6.13). Focus groups for seniors and faculty were held the same semester.

Preliminary results from the grant were presented at the January 2008 American Association of Colleges & Universities meeting and at the April 2008 Higher Learning Commission Annual Meeting. During the final year, faculty on three campuses will use a generic rubric to measure longitudinal change in critical thinking and creativity.

Analysis of steps for student success

The factors affecting persistence and steps necessary to make progress in the area of student success have been studied in multiple ways during the last decade. Most notable are the retention study, described later in this section, and the Student Success study, conducted as part of the Strategic Planning process, and described in the Introduction under Concern 4.

If we are to be as effective as possible in increasing student learning, we need to consider the starting point of our students. Our admission standards place us in the category of a “selective” liberal arts college. One measure of this selectiveness is the 25%-75% range of our students’ SAT scores, which is 1040-1290. Another measure is high school grade point average. Self-reported data from entering students in 2001-2004, collected on the CIRP survey, show that the high school GPAs of our students were lower than those of

students at other selective religious colleges and were, in fact, closer to the GPAs of all religious colleges (Appendix F5, 6.3, see Figures 2.17 and 2.18).

Self-Reported Average High School Grades of First-Year Males 2001-2004 (CIRP)

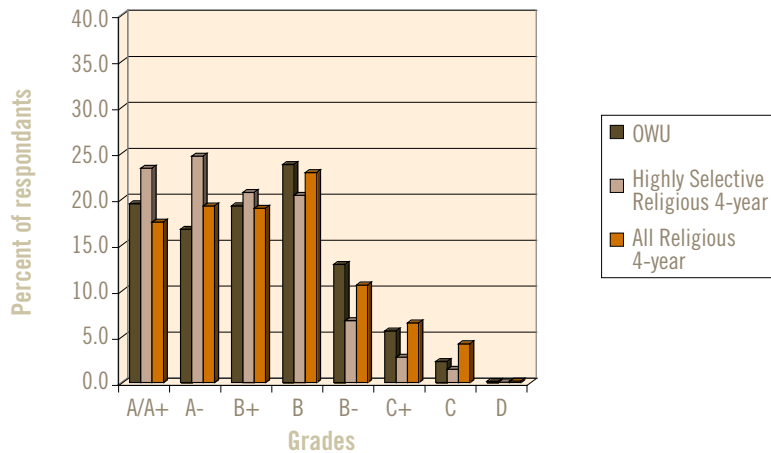


Figure 2.17— The distribution of incoming male students' high school grades as compared with incoming students at comparable institutions

Self-Reported Average High School Grades of First-Year Females 2001-2004 (CIRP)

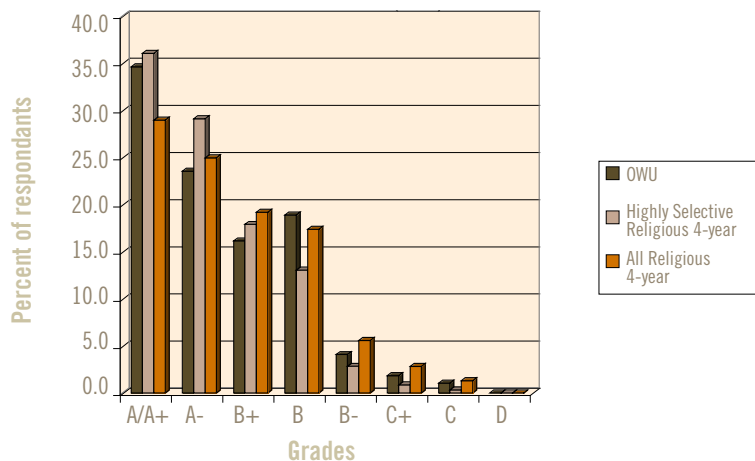


Figure 2.18—The distribution of incoming female students' high school grades as compared with incoming students at comparable institutions

This lower-than-desired level of ability affects our students' success in our rigorous environment. With the successful reduction in tuition discount rate and the strategic marketing strategies now in place, we are poised to raise the quality of our entering students, which will provide a better match with our institutional expectations and hence increased success by our student body.

Through the work of the Student Success group we also identified concrete ways in which we can increase the persistence of our students. Suggestions coming out of the numerous focus group discussions included working to enhance advising, moving to online registration and improving quantity and quality of introductory courses. Progress has been made, in large part due to the work of the Dean of First Year Students, and plans for additional progress in many of these areas are underway. A summary of all of the recommendations gathered by the Student Success group are found in Appendix C4 (6.11).

Regular evaluation of programs and personnel

One of the central faculty committees is the Academic Policy Committee (APC). Each year, one of APC's tasks is to review position requests from departments and programs. When a department or program loses a faculty member to retirement, death, resignation or non-retention, that department can request a replacement position through APC. Departments or programs that have the need to expand their faculty also make their position request to APC. Requests are made using a specified format (4.2.1) and are supplemented by data provided from the Registrar's office (including numbers of majors, courses taught in recent years, enrollments, etc.). Based on the written position request, APC formulates questions that the department answers (in written and/or oral form) when the department meets with APC to discuss its request. APC considers carefully the curricular and pedagogical implications of staffing requests. With input from the Provost and Dean of Academic Affairs, who are administrative members of APC, the committee considers the merits of all of the requests and ranks them. APC makes its recommendation for the allocation of existing and any added positions to the Provost and the President, who make the official decision. The positions requested and approved in the past decade are listed in Appendix C5. Departments that have not submitted a position request during a five-year period are asked to submit a report and have a conversation with APC about their program to assure ongoing review of curricular and staffing needs.

At the individual level, all regular faculty members are evaluated by the Faculty Personnel Committee (FPC) on a regular basis. Untenured faculty members are reviewed every year. Tenured faculty members are reviewed every two years unless they are eligible for promotion, in which case they are reviewed annually. FPC requires a self-report from faculty members as well as student evaluations from two or three courses per year. Self-reports are distributed to peer reviewers who provide comments to FPC. In addition, the Student Board from the faculty member's department comments on the faculty member's teaching and advising. FPC considers all of the documentation they receive and makes recommendations to the Provost and President on retention, tenure, promotion and merit for all eligible faculty members. Untenured faculty members meet yearly with the Provost and their department chair to discuss FPC's view of their progress toward tenure. Comments from FPC about the faculty member's strengths and weaknesses are communicated during these counseling sessions with the purpose of helping the faculty member reach her/his potential as a member of the teaching faculty.

While the position allocation and personnel review processes are well-established and effective for the faculty, the same cannot be said across the board for other University positions. Our planning and operation would be enhanced by a mechanism for determining the most significant staffing needs across the institution on a regular rather than *ad hoc* basis and a timeline for filling these positions. Similarly, regular review of the performance of employees and the possibility of merit or position enhancement for non-faculty members of the community are long overdue.

Evaluation of program needs is not as systematic as the evaluation of personnel and positions. The University budgeting process could be enhanced by providing more opportunities for departments (either academic or nonacademic) to have greater input into their programming budgets. Currently, the annual budgets are set principally by the officers with input from the University Governance Committee (UGC). Although the officers and UGC are in a good position to make decisions on a University-wide level, consideration about how those funds are then divided within different areas is lacking. Similarly, if all departments are given a 2% budget increase, then 2% is added to all line items in every department. A second-tier budgeting process at the dean/manager level under the vice presidents would be helpful. Departments could indicate where they need more funds, how much and why they need the funds to allow careful determination of which departments and which line items should get an increase and how much in real dollars rather than as a percentage. In 2007-08, a list of needs was requested from offices under the vice presidents, but the timing of the requests did not allow sufficient discussion to significantly affect the budget process. Further steps in this direction are needed. In the current system, we do not restrict expenditures to the dollar amounts under particular line items in budgets, thus allowing departments the flexibility to spend their funds on perceived needs. By being more determinative, we could have a better grasp of our actual financial needs.

Focused evaluations:

Retention

In 2003, after experiencing several frustrating years of lower-than-desired retention of first year students, the Provost appointed a faculty member from Psychology to the position of Assistant Dean for Retention. His assignment was to study variables that might contribute to the low retention rate and to propose initiatives that might improve the rate.

Over the course of two years, the Assistant Dean met with students, faculty and administrators to gain a better understanding of the factors that contribute to a student's decision to stay or leave OWU. Not surprisingly, the reasons were found to be varied and difficult to distinctly classify. Decisions were often based on financial factors but also included issues of quality of life at OWU and, of course, weak academic performance.

He gave presentations to various OWU constituencies, including the Board of Trustees, raising awareness of OWU's low standing relative to the other GLCA schools in the area of retention.

As part of this process, the Noel-Levitz agency was engaged as a consultant. We administered their Student Satisfaction Inventory on two separate occasions. Unfortunately, few factors were identified that were not already known to be challenges (6.7).

Although the reasons that students leave OWU are widely varied, when pressed to summarize the main findings of his research, the Assistant Dean characterized the attrition as resulting primarily from (1) the inability of some students to form bonds with other students and/or faculty outside of the classroom, (2) the admission of students who were not adequately prepared for the rigors of OWU's academic climate and (3) the general feeling among some students that they were not viewed as being the focus of the OWU community.

The "Retention Initiative" was then developed to begin to address the areas identified as having the greatest impact on student retention. Funding for this initiative for a three-year period (2005-08) was provided outside the budget through use of quasi-endowment. Specific initiatives included expansion of the Year One Program for freshmen housing, refurbishment of the residence halls, construction of the Internet Café and, most importantly, the establishment of a new position of Associate Dean for First-Year Students. In addition to her numerous interactions with freshmen throughout the year, the First-Year Dean began the Student Advising, Registration and Testing (StART) program, in which incoming freshmen come to OWU during the summer prior to their first year to register for classes and receive their official introduction to the OWU academic experience. The StART program and the efforts of the First-Year Dean are generally viewed to be among the most important changes that resulted from the Initiative.

First-year to sophomore retention rose for the first StART group. The second StART class retained closer to the previous rate. This class was also weaker academically, as measured by the percentage in the top 10% of their high school graduating class.

University Relations

With the arrival of our current Vice President for University Relations, planning and staffing increased significantly. This initiative is described in detail in Section 2A.

Academic Affairs

After more than a decade of stability, significant personnel changes began in the Provost's office and Academic Affairs in Fall 2004. Transition would take planning and multiple years. 2005-06 was an interim year for the Provost and one of three Associate Deans of Academic Affairs. With the announced retirement of a second Associate Dean, plans were finalized for a restructuring of Academic Affairs. Rather than continue the three-fold leadership of Academic Affairs, the administration, in conversation with faculty committees, decided that returning to a Dean of Academic Affairs and specialized

Associate Deans would be the most appropriate structure. In Summer 2006, three positions were filled: Dean of Academic Affairs and two new part-time positions—Associate Dean of Academic Affairs for Institutional Research and Associate Dean of Academic Affairs for Assessment and Accreditation. These three people joined the continuing part-time Associate Deans whose responsibilities were First-Year Students, and Advising and Off-Campus Programs. In Summer 2007, the First-Year Dean took on advising responsibilities and became a full-time administrator. Off-campus studies continue to be led by the same Associate Dean as before, but with a shift in administrative/teaching load. With the reorganization of Academic Affairs has come greater communication, joint planning and enhanced connections with other areas of campus, most notably Student Affairs.

At the start of the Campus Master Plan, a Campus Master Planning Group was formed, consisting of representatives from Development, Physical Plant, Academic Affairs, Student Affairs and Admission. The group engaged MGT Consultants, who produced a space utilization audit, as one had not been completed since the 1980s. The audit indicated that we did not have space problems on campus, though usage of academic buildings is heavy between 9:00am and 2:00pm (6.16). The Collaborative Inc. was selected to continue the facilities studies by producing a Campus Master Plan. Subcommittees of the Campus Master Planning Group were formed to look in a more focused manner at the residential needs of the campus and the athletic/recreation initiative (the Rickey Campaign). The former subcommittee held eight focus group meetings and centered their discussions on three documents: A list of questions from the Collaborative, a set of assumptions and guidelines prepared by the Director of Buildings and Grounds and a set of discussion questions prepared by the Interim Dean of Students. The process of developing the broader Campus Master Plan involved widespread input and multiple campus-wide open sessions. In addition to the focused attention on the residential side of campus, the plan developed a sport and recreation corridor on the southeast part of campus. The Collaborative sought ways for the University to strengthen the corridor/connection between academic and residential sides of campus, to enhance the curb appeal of the University and to enlarge green spaces on campus by moving more parking to the perimeter. The Board of Trustees was updated on the developing plan throughout 2007-08.

External evaluation and accreditation

In addition to Ohio Wesleyan's accreditation by the Higher Learning Commission of the North Central Association, we have programs that are accredited by discipline-specific organizations. The Department of Music has been accredited by the National Association of Schools of Music (NASM) since 1940. The most recent NASM accreditation visit was in 2001.

The Department of Education applied for accreditation from the National Council for Accreditation of Teacher Education (NCATE) in 2005-06. While the department had been accredited by the Ohio Department of Education, this was the first try for national accreditation. The review team recommended accreditation and was most complimentary of the program and their documentation. Our Department of Physical Education is cur-

“The NCATE recognition is a giant leap for Ohio Wesleyan because it is extremely difficult for small schools to achieve that accreditation. NCATE has very high standards that apply to large universities with many people working toward accreditation.”

Amy McClure '72, chair and professor of education

Ohio Wesleyan University

rently assembling materials in order to apply for NCATE accreditation for their programs. We are also applying for NCATE accreditation of specific programs: Social Studies Education, Science Education, Math Education and Foreign Language Education.

Ohio Wesleyan's chemistry and biochemistry programs are certified by the American Chemical Society (ACS). The programs are reviewed every five years, most recently in 2006.

D. All levels of planning align with Ohio Wesleyan's mission, thereby enhancing its capacity to fulfill that mission.

Effective planning

Early in the past decade, the construction and renovation of the Conrades•Wetherell Science Center grew out of extensive planning. From the beginning, this facility was developed with the education of our students at the fore. Representatives from all of the science departments as well as the libraries participated at all stages of the planning and construction to produce spaces most conducive to teaching, research, learning and interaction. Specifics about the effectiveness of this planning are found in Section 3C. Similar planning processes were followed in the renovations of Corns and Edgar Halls.

The Strategic Planning process

Participants at the initial Strategic Planning retreat, in March 2005, identified three major areas in need of immediate, significant study and attention: growth of the endowment, student success and satisfaction and marketing. Work groups were formed to investigate these areas and report their findings. The groups sought input from across campus in the form of open meetings, questionnaires and subcommittees. The groups reported at the second Strategic Planning retreat in December 2005. Some of the groups provided additional information and recommendations in Spring 2006. As a result of the identification of these central areas of opportunity, the data and information that were gathered and the recommendations of members of the Strategic Planning group and work groups, several significant steps have been taken to address these needs:

- A Dean of First-Year Students was added in Fall 2005. The Dean has worked with both Academic Affairs and Student Affairs to find ways to improve the experience of first-year students as a group and individually. She has gathered data on those students most at risk. She introduced weekly e-mails to instructors and advisors asking them for feedback on students who are falling behind as well as to encourage and remind their first-year students about opportunities, obligations and deadlines. To celebrate and solidify the assimilation of the freshman class into the University community, she developed a First Year Festival with food, entertainment and a famous-alumni game. In addition to first-year students, the festival is attended by faculty, staff and upper-class mentors. The First Year Dean's

most significant addition, which had been recommended by the Student Success and Satisfaction Work Group, was an academically focused orientation held multiple times during June. Begun in 2006, StART OWU (Student Advising, Registration and Testing) allows students and their parents to spend a day and a half visiting campus, attending informational sessions, taking placement tests and meeting with Freshman Registration Guides to plan a first semester schedule that fits the student's interests and abilities. This face-to-face discussion of academic plans and goals sets the tone for the upcoming semester. Preliminary data seem to indicate that students are making far fewer changes to their fall schedules under the new pre-registration arrangement.

- Based on the information gathered by the Marketing Work Group and a proposal from the Vice President for Admission and Financial Aid, the Board approved the formation and funding of the Office of University Communications. Eight staff members were hired, joining three long-time employees who had handled communications. As the new office took form, the University contracted with the branding firm Ologie to review information and priorities already expressed, gather additional data as needed and construct a concise, authentic message to convey the essence of OWU. Ologie also designed a “graphic identity” for OWU, which is being implemented throughout publications, the Web site and in new stationery, creating a consistent look for all materials. In addition to print media, University Communications is providing Web streaming for campus events such as speakers, convocation, graduation and sporting events. The unified messaging and identity seem to be having the intended impact of recruiting a larger pool of applicants and attracting entering students with higher academic qualifications. For the class entering in Fall 2008 (the first year after introduction of the new branding), applications were up 14 percent and the grade point average of entering first year students rose from 3.24 to 3.4 (as of June each year). Other goals are to continue to lower the discount rate, increase alumni participation in annual fund giving and generally elevate the image of the institution.
- Specific recommendations for increasing the endowment in ways that would provide funding for present needs of the institution were gathered by the Endowment Work Group (6.11). When the Vice President for University Relations left in January 2006, this project was put on hold. The new Vice President, who began in July 2006, realized that the first need was to increase staffing in University Relations to have the capability of organizing and successfully completing a capital campaign. Specific goals for that campaign and for endowment growth in particular will depend on the priorities in a final Strategic Plan.

The third Strategic Planning retreat took place in May 2006. Summarizing the work of earlier retreats, the President wrote an “Institutional Vision” as a starting point for more specific planning:

We expect Ohio Wesleyan to be an academically rigorous, highly selective residential liberal arts institution of choice, one of approximately 1,850 students, characterized by a diverse faculty, staff and student body and a rich breadth of academic programs. We also expect our fundamental liberal arts orientation to be enhanced by our distinctive commitment to helping students

“I think that StART is a fantastic program. I received a lot of positive comments, especially from parents, which I did not anticipate. They were highly complimentary of all the communication they had received throughout the process.”

Barbara MacLeod, Associate Professor of Economics Management, faculty registration guide for StART 2006

prepare “for careers within various disciplines and through pre-professional programs” and to continue to encourage civic engagement through outreach, internships and service learning. We are also all committed to a model of teaching and learning that extends beyond formal classroom instruction, one that places at its heart a vital role for mentorship and advising, as well as student life, athletics and other co-curricular activities. Moreover, we are committed to seeing Ohio Wesleyan being an employer of choice, a place where salary, benefits and working environments ensure that we attract and retain the best faculty and staff.

At the third planning retreat, eight areas of focus were identified:

- Academic Programs
- Co-Curricular Issues
- Community Service Learning
- Facilities
- Fundraising/Endowment
- New Student Demographics
- Technology
- Wages, Benefits and Working Conditions

Persons present at the retreat volunteered to serve on Working Groups associated with each of the areas and study the current situation at OWU, best practices and to make recommendations, possibly with projected costs included (6.11). Reports of the Working Groups were posted on the Internet during Fall 2006 for comments. Some of the reports involved input from across campus and were extensive in their discussion and recommendations. Others were more brief. Some focused directly on mission-related concerns, such as Academic Programs, Co-curricular Issues and Community Service Learning. Others related to areas that support our mission through infrastructure, finances or recruitment.

While an “Institutional Agenda” was developed in the early months of 2007, the document did not fully incorporate the research of the Working Groups nor did it provide the priorities or specifics needed for a Strategic Plan (6.11). Within a few weeks of the unveiling of this document, the president announced his departure. The crucial decisions about priorities and the accompanying fund-raising implications should involve the president who will be responsible for their accomplishment, so the final phase of planning awaited the selection and arrival of our next president.

Challenges being addressed

We do not have a well-funded Physical Plant Adaptation and Renewal (PAR) account. Within the last few years a line item was added to the budget for this area, but to date no funds have been allocated to support the account. Buildings and Grounds (B&G) is funded for operation and routine maintenance only. The need for PAR was cited in a Wages, Benefits and Working Conditions Work Group report. With a budget surplus projected, the Finance Committee of the Board of Trustees reported at the May 2008 Board

meeting that \$300,000 from a line item for utility-contingency that was not needed would be used for deferred maintenance. This practice has been followed in the past when budget surpluses were anticipated, but it is not a responsible approach to maintaining the physical plant.

Similarly, although it is common knowledge that major components of buildings have a known life span, no funding is set aside to address this issue. For example, the new boilers and chillers installed in 1998 have a life expectancy of twenty to twenty-five years. No funding has been set aside for their replacement. The same is true for roofing, autoclaves, air handlers etc. In general, as part of our planning process, it would be helpful to ask and answer some important questions: Are there a good understanding and effective use of our physical assets? When a gift is accepted, is the life cycle cost understood and funded? Steps in this direction have been taken by the Board of Trustees, which adopted a policy requiring an endowment fund of 10% of the cost of a new building for maintenance.

Prospective families (parents in particular) and visiting high school guidance counselors are increasingly commenting on lack of attention to our residence halls and Small Living Units. Though we hope students make decisions based on academic criteria, sometimes the “tipping point” is quality of residence halls. The campus community is in agreement that the residential side of campus is the next facility priority. Evidence of this is seen in the establishment of the sub-group of the Campus Master Plan Committee to look at residential facilities as well as comments on the Employee Survey, where 42 of 134 responses about areas in greatest need of resources cited residential facilities (6.5).



Conclusion

Ohio Wesleyan has made significant progress in areas that will affect our ability to meet our mission successfully, due to increased planning and financial responsibility. While needs remain that will require added resources, we are positioned to meet those needs in the near future.

Strengths

- Efforts to increase diversity
- New Ologie image
- Improved endowment policies
- Increasing full-time faculty
- Renewed efforts toward assessment, departmental and global
- APC's regular review of departments
- Reorganization of Academic Affairs
- 2006 space audit
- NASM and NCATE accreditations
- New Dean of First-Year Students
- Office of University Communications
- Progress in Strategic Planning

Challenges

- Reducing student-faculty ratio
- Student recruitment
- Increasing employee salaries
- Program budgets
- Information Services funds
- Regularized funding for Plant Adaptation and Renewal

CHAPTER 3

CRITERION 3

Student Learning and
Effective Teaching



Chapter 3 — Criterion 3: Student Learning and Effective Teaching

Ohio Wesleyan provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Learning and teaching are at the center of Ohio Wesleyan's mission. Through a full array of assessment and evaluation processes we monitor and then modify our organization and methods to improve these core responsibilities.

A. Ohio Wesleyan's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Ohio Wesleyan's Statement of Aims outlines the learning goals of the University with broad strokes. These objectives guide our general education requirements and reflect the goals of academic departments and programs for students majoring or minoring in their disciplines (departments and majors are listed in Appendix D1).

Departmental assessment

Ohio Wesleyan's assessment program dates back to the mid-1990s, when both general education measures and departmental assessment plans were introduced. The University's academic departments and programs have continued their assessment activities since their introduction, making minor modifications along the way as they learned more about the process. In Spring 2006, the Associate Dean of Academic Affairs requested that all departments and programs discuss their existing assessment plans and consider revisions that would better help them assess the learning of their students by explicitly including

- A Mission Statement
- Curricular Goals/Learning Objectives
- Direct and Indirect Measures
- Feedback Mechanisms

During the 2006-07 academic year, the Assessment Committee, under the leadership of the newly appointed Associate Dean of Academic Affairs for Assessment and Accreditation, focused its energy on providing feedback and support to departments and programs related to their assessment plan revisions. To better prepare themselves for this role, the faculty members of the Assessment Committee, representing the four divisions of the University, attended the Higher Learning Commission workshop, “Making a Difference in Student Learning: Assessment as a Core Strategy,” in October 2006. While attending the workshop, the group developed a rubric (8.1) for providing specific feedback to departments and programs related to their assessment plans. See Appendix D2 for general results (8.2). The entire Assessment Committee then evaluated all of the assessment plans and provided both numerical feedback using the rubric, as well as narrative containing specific suggestions for strengthening the assessment plans (8.3). The uniqueness of each plan was not only respected but also valued by the Assessment Committee since the most effective means of assessing student learning depends strongly on the nature of the discipline and the individual faculty members who are leading the learning, developing the courses, preparing assignments and designing assessment measures. By Spring 2007, changes to the assessment plans were completed and any new measures were either underway or in the final stages of development.

The learning objectives for majors in departments and programs are as varied as the programs themselves, though some common themes are present. While faculty are interested in students’ acquiring content knowledge, the prevailing goals are related to developing methods of study, appreciating the beauty and subtleties of the field and becoming critical thinkers, problem solvers and thoughtful writers.

The means by which these learning objectives are measured are also wide-ranging and discipline-specific. Several departments use portfolios as part of their assessment. Other departments give either internally designed or national content or skills tests. Another common approach to assessing the development of our students as learners comes from looking at papers produced in capstone courses, sometimes in comparison with papers from earlier in the students’ careers. Many departments find surveys of students and alumni helpful in refining the learning experience of their future students. A chart of each department’s approach is in Appendix D2 (8.4).



Changes in courses or curriculum that result from the assessment process are even more highly dependent on the department or program. Recent changes include:

- Chemistry—modifying experimental design; increasing emphasis on searching the scientific literature
- Education—exemplifying reflection on teaching
- English—re-introducing period-focused, literature-intensive courses; providing better guidance on order of courses and prerequisites
- Geology—thinking across course boundaries in developing students' skills
- Math/Computer Science—adding new courses
- Journalism—adjusting the scheduling of courses to facilitate completion of the major
- Physics/Astronomy—stating expectations and timelines for capstone more clearly
- Politics/Government—modifying the way in which introductory courses are taught to respond to change in background knowledge of students

Beginning in 2007, departments and programs were asked to provide assessment reports (a summary of department/program assessment findings and actions taken in response) on an annual, rather than biennial, basis.

Individual course assessments

Assessment is not limited to formalized measures such as those used at the institutional level for general education objectives or those developed by departments and programs. Individual faculty members use a wide range of assessment measures within their courses each semester. Some of these tools, such as comparing pre-test results to those on the final exam, assess student learning throughout the entire semester. Others are as specific as single concepts, such as the “click, pair, share” approach used by several of our science and education professors.

Many of our faculty members have been participating in the Five Colleges of Ohio Teagle Grant for Assessing Creativity and Critical Thinking by developing rubrics for use with specific assignments or, more broadly, as part of their departmental assessment plan. As with other levels of assessment, the more focused tools allow faculty members to modify their approaches to increase student learning. Use of rubrics for student evaluation and feedback extends beyond those faculty who have participated in the Teagle grant.

During lectures, when professors use electronic student response systems (“clickers”), they learn immediately how many of their students grasp the concept being discussed. This rapid feedback allows the professor to have the students spend more time on those ideas that cause them greater difficulty and to move more quickly through the concepts students already have assimilated. Assessment of assignments using rubrics provides both the student and the professor specific knowledge about where the students are strong and where they need to improve. Both parties can then target their learning and teaching to optimize the students' progress.

Faculty also use Blackboard as an efficient means of communicating with and providing feedback to students. This course management tool allows students and faculty to have discussions; instructors to post readings, assignments, grades and policies and students to turn in assignments.

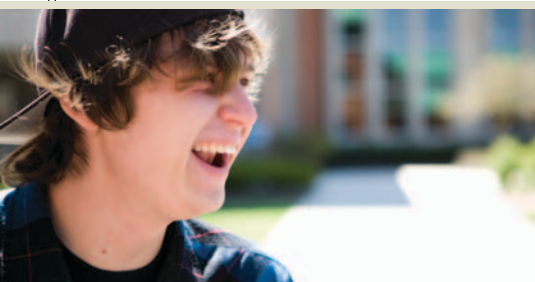
Education classes use periodic assessments as well. In-class writings are used to assess whether students understand the reading materials. Other education faculty use “exit steps,” a brief summary written at the end of class for students to express what they learned during the class period. In this way, faculty can continuously assess student progress.

Some faculty members give quizzes or tests early in the semester to see where students are in the area of knowledge or skills and then ask similar questions at the end of the semester to verify that students have improved.

Faculty often survey their students during the course of the semester to find out what is working and what is not. Mid-semester adjustments can be made based on this feedback. Faculty members may have students provide feedback to their fellow students on papers or oral presentations.

The means of assessing student learning are as varied as the courses we teach and the faculty members who teach them, but the goal is the same: continually enhance the learning environment and experience of our students so that they leave Ohio Wesleyan equipped to use the skills they have developed and to learn new ideas in whatever realms they find themselves.

Curricular matters at all levels (general education, department and individual course) are clearly the purview of the faculty. Assessment of student learning is highly correlated with the curriculum and how it is taught. At Ohio Wesleyan, the faculty are highly involved and reasonably autonomous in determining the curriculum and assessing its effectiveness.



B. The organization values and supports effective teaching.

Effective teaching that results in significant academic growth of our students is the central focus of Ohio Wesleyan University. As our Statement of Aims says unequivocally, “[w]hile encouraging professional scholarship and feeling justifiably proud of its faculty and graduates who enjoy national or international reputations in their fields, the University has as its preeminent purpose to be a quality institution for teaching and learning. Because effective teaching is of the highest importance, members of the faculty regularly are reviewed and evaluated for excellence in teaching.”

Faculty selection and review

The centrality of teaching is emphasized beginning with the hiring process. Position announcements make clear the focus of the institution, such as this sentence from the 2008 announcement of a position in economics: “Excellence in teaching as demonstrated by teaching evaluations, experience and/or letters of recommendation is a prime requirement for the position.” Search committees often have student members and/or have students meet with candidates and provide feedback on their interactions, as well as the candidates’ research and teaching presentations. Candidates meet with an academic administrator (normally the Provost) and a committee of faculty members outside the candidates’ departments to learn the philosophy and practices of the institution and to assure the best fit for both the individual and the University. Thoroughness in the hiring process results in greater success for both the new faculty members and the students they teach and mentor.

The review of faculty teaching is the responsibility of the Faculty Personnel Committee (FPC), which meets weekly with the Provost. The centrality of teaching is quantified at Ohio Wesleyan. As stipulated in the Faculty Handbook, the assessment of Teaching carries a weight of 60 percent when faculty members are considered for retention, promotion and tenure. Scholarly and/or Creative Work and University/Community Service are weighted at 30 percent and 10 percent respectively. Faculty on probationary contracts are reviewed yearly, as are faculty who are eligible for promotion. All other faculty are reviewed every two years, in the year they are eligible for merit increases.

The faculty review process involves input from the faculty member being reviewed in the form of a self report addressing the three major areas (Teaching, Scholarly/Creative Work and Service). It involves teaching evaluations for two or three courses per year, administered by students, to students in these courses. Evaluations of faculty members are provided by at least five peers as well as the student board of the instructor’s department (who evaluate only teaching). Faculty members who are being considered for tenure provide a current curriculum vitae and a cumulative narrative summary. In addition, 40 graduates from upper and lower level courses taught by the candidate are called upon for evaluation. Twenty of these graduates are selected by the faculty member and the remaining twenty are selected at random by the Provost. FPC considers the

input submitted, discusses each faculty member and makes a recommendation to the Provost and President regarding retention, tenure, promotion and/or merit. Because the deliberations of the committee are thorough and done in consultation with the Provost, the recommendations of the Faculty Personnel Committee are typically accepted by the Provost and President. FPC advises the Provost on particular feedback to be provided to probationary faculty members about their strengths and areas in which improvement is needed. The Provost communicates this feedback yearly to the faculty member by letter and in a counseling session that includes the faculty member's department chair. This process was designed to aid junior faculty members in their maturation as teachers, scholars and members of the community. The effectiveness of the process can be seen in the tenure rate of faculty who remain until the end of their probationary periods. Faculty members whose personal goals and abilities differ from the expectations of the University learn of their situation sufficiently early in their career that they can seek positions that are better matches for them without reaching the point of tenure consideration.

Faculty support

Once faculty members are part of the Ohio Wesleyan community, they have access to multiple resources to aid their pedagogical and scholarly pursuits. Monetary support is available on both a regular and special basis. Incoming faculty members receive "start-up" packages to aid their research endeavors. Each faculty member has a yearly allocation of \$1050 for professional activity, which can include travel to professional meetings, dues, journals, books and other resources necessary for scholarly and/or pedagogical pursuits. These annual funds are held in a carry-over account, so faculty members do not lose unexpended funds at the end of the fiscal year. Faculty may apply for special funds from several sources detailed in Section 4A. Unusual needs falling outside of these regular funding sources sometimes are funded by the Provost or the Dean of Academic Affairs.

Faculty members' efforts to improve their teaching and extend their scholarly and creative work are supported in many additional ways. Regular sabbaticals are taken by faculty, as described in Section 4A. On-campus seminars and workshops related to teaching are sponsored/held by a variety of groups, such as the Teaching, Learning and Cross Cultural Programming Committee, the Dean of Academic Affairs and faculty members who have attended pedagogical workshops. Library and Information Services holds regu-



lar lunchtime workshops for faculty members on topics ranging from preventing plagiarism to effective use of PowerPoint®. In addition to providing training to faculty members, librarians act as liaisons to departments and as part of their responsibilities are available to provide in-class or supplementary sessions related to use of the libraries' resources for research for specific courses.

Individual faculty members are active in professional teaching organizations and attend workshops to improve their pedagogical skills, such as the First Program in Science, the Workshop on Universal Instructional Design, the Workshop on Improving Instruction and Great Lakes Colleges Association (GLCA) workshops within specific disciplines.

The University formally celebrates the most outstanding of its teachers with two teaching awards presented annually at graduation (5.4). The Bishop Herbert T. Welch Meritorious Teaching Award is presented to a faculty member who has provided "distinguished service in teaching which has made significant contribution to the academic climate at Ohio Wesleyan University." The Sherwood Dodge Shankland Award for the Encouragement of Teachers is presented to a faculty member with three to ten years of experience who has similarly demonstrated exceptional teaching prowess. The fact that these awards have been given to faculty members for forty-five years further illustrates the value that the institution places on quality teaching. Similar recognition comes in the form of endowed chairs. Faculty may be awarded the Libuse L. Reed, Benjamin T. Spencer, Phillip J. and Nancy La Porte Meek or other chairs for teaching excellence.

As valued and supported as effective teaching is at Ohio Wesleyan, we have opportunities for strengthening this central mission even further. Additional support in Information Services was one of the most-cited areas in need of resources in the Employee Survey (6.5, see Section 2B). Ideally, we should have staff members in LIS researching, learning, teaching and providing reviews of new technologies to aid classroom teaching, but staffing is insufficient to provide these needed services. Innovations in teaching could be better supported and encouraged, as could additional team teaching across disciplines. Avenues for support might include additional activities and workshops sponsored by TLCCPC or more effective faculty mentoring.



C. The organization creates effective learning environments.

The learning environments Ohio Wesleyan has created over the years are designed in response to our mission as an institution. As stated in the third objective of our Statement of Aims, “Liberal education seeks to develop in students understanding of themselves, appreciation of others and willingness to meet the responsibilities of citizenship in a free society.” The mingling of liberal arts and civic engagement, in its broadest sense, has long characterized and distinguished Ohio Wesleyan from other, more “pure” liberal arts institutions. The “civic arts” take many forms at OWU, both within and beyond the curriculum. We offer majors that apply the liberal arts, such as education, journalism, economics management, sports management and accounting. We have a strong service tradition that encourages students, faculty and staff to engage with members of the broader community. In short, we describe the Ohio Wesleyan experience with the three Rs: rigor, relationships and real-world experiences (see Appendix B2 for the full “Elevator Speech”).

The three Rs

Rigor characterizes the OWU educational experience. Students, in teaching evaluations, routinely describe their courses as intellectually stimulating and demanding. When alumni discuss their preparation relative to those of peers in graduate school or the work setting, they consistently comment on their outstanding preparation. For example, one recent participant in our 3-2 engineering program with Caltech reported that other students at Caltech were displeased to learn that our student’s math courses at OWU were at least as challenging, if not more so, than those he was taking at Caltech. On the course evaluations given at the end of the Freshman Writing Seminar, 80% of the students “agreed” or “strongly agreed” that they had to “work hard to achieve success” in the course (9.1). Student responses on NSSE 2007 indicated that our students, especially our seniors, felt they spent more time on academic work than students at other participating colleges (6.8). See Table 3.1.

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Spending significant amounts of time studying and on academic work	FY	3.20	3.20	3.22	3.09*
	SR	3.39	3.16***	3.25*	3.08***

Table 3.1—NSSE data relating to the institutional environment, 1=very little, 4=very much; * $p < 0.05$, ** $p < 0.01$, * $p < 0.001$**

The Honors Program provides students with the highest academic achievements with particularly rigorous learning opportunities. An honors endowment allows faculty to offer special seminars and tutorials, providing supplies and resources to cover other teaching responsibilities. Honors students have the option of graduating with honors by

“Ohio Wesleyan broadened my level of curiosity about everything by exposing me to a very broad curriculum. The exposure to some really great students and professors also raised my level of confidence and ambition. I would not be doing what I am doing now, I am sure, without Ohio Wesleyan.”

Greg Moore '76, editor, Denver Post

taking honors courses, but they are not isolated from the rest of the student body. The honors program is integrated into the curriculum, allowing all students to benefit from each other. Some examples of these courses are available in the Resource Room (7.12).

Relationships during the undergraduate years are innumerable and often enduring. Among those relationships, the ones between students and faculty members have the greatest potential for significant impact on learning. Ohio Wesleyan students and alumni cite these relationships as strong and highly valued. For example, in the Dehne Study, 79% of alumni polled said that “OWU’s strength is the accessibility and quality of the faculty” was either an “extremely accurate” or “very accurate” description (6.4). In NSSE, our students rated their relationships with faculty members more highly than students at other institutions (6.8, see Table 3.2).

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Relationships with faculty members	FY	5.48	5.49	5.58	5.19**
	SR	5.84	5.66*	5.86	5.41***

Table 3.2—NSSE data regarding the quality of relationships; 1=unfriendly, unsupportive, sense of alienation, 7=friendly, supportive, sense of belonging; *p <0.05, **p<0.01, *p<0.001**

But the engagement of students at Ohio Wesleyan goes beyond that with faculty members. The egalitarian nature of the institution affords students at OWU opportunities to participate in aspects of the campus that most college students never see. This involvement includes WCSA, faculty committees, search committees, the Student Assistantship Program, athletics and myriad student organizations. Students learn first hand the ways in which organizations function.

Real-world experiences come in many forms, from tutoring middle-school students in inner-city Columbus to interning with a member of Congress to writing for *The Villager* in New York City. Ohio Wesleyan has numerous programs and offices to aid students in finding real-world experiences: the Community Service Learning Office; Off-Campus Programs; the Woltemade Center for Economics, Business and Entrepreneurship; the Arneson Institute for Practical Politics and Public Affairs; the Student Assistantship Program; the Summer Science Research Program and numerous internship opportunities offered through academic departments.

Other out-of-classroom learning opportunities at Ohio Wesleyan are available to students of all classes and majors. For instance, a student can get involved with the independent student newspaper, *The Transcript*, as a freshman. The student gains exposure to all aspects of a paper: reporting, editing, layout and publishing. At a larger institution, a student may have to wait until his or her junior year to work on the school paper and then work in only one aspect of the process. Students interested in science can participate in grant-supported research as early as their first semester on campus. Students of all majors

participate in musical groups such as the Park Avenue Jazz Ensemble or the Ohio Wesleyan University Chamber Orchestra. Similarly, theater productions involve the talents of students who are not theater majors. Students participate in the Model UN, the Mock Convention, the Investment Club, dozens of student-led clubs and programming in residential facilities, each providing opportunities to learn and to lead. Field trips in many departments (botany, geography, geology and zoology, for instance) are integral parts of courses, providing hands-on experiences for these students.

Setting the stage for learning in the real world starts before the semester begins for students who participate in Fresh X. This twenty-year-old program has evolved; in the past five or six years, the four-day program has involved rock climbing, backpacking and white-water rafting. Approximately a tenth of the entering class is able to participate.

The Sagan National Colloquium also gives opportunities for students to learn and experience the real world. The SNC brings speakers with local, regional, national and international recognition in their fields to campus, and these speakers engage the community in thinking about issues involving technology, the environment, politics and other topics.

One indicator of the importance and success of the many opportunities for real-world experiences is the response of students to the 2006 Survey on Student Satisfaction (6.12). When asked what five things they would like to change at OWU, over half the students listed something related to the academic program, typically wanting a greater number of opportunities for experiences such as internships, working with professors or working with higher-caliber students. Student Satisfaction results are in Appendix F3.

In the Dehne Study, 72% of alumni surveyed indicated that they thought the statement, “My out-of-class experience at OWU contributed as much to my education as my academic experience,” was either an “extremely accurate” or “very accurate” description (6.4).

Physical environment

In addition to programs, the physical environment of a campus provides spaces that enhance learning through effective classrooms, a variety of study areas and inviting gathering venues. In recent years, Ohio Wesleyan has added and renovated many spaces on campus to provide increased and improved learning environments. Among these spaces

“It’s a great opportunity to break the ice and establish relationships you’re feeling nervous about. I’ve formed lasting relationships and I’ve really seen my leadership skills grow. I get a lot out of it.”

Forrest Raub '09, Fresh X participant and student leader



are the R. W. Corns building, which houses the Department of Economics, the Sagan Academic Resource Center and Information Services. Teaching spaces include computer labs, classrooms, a versatile lecture/conference room and seminar rooms, (including one with a beautiful view of University Hall).

Three major construction and renovation projects have provided state-of-the-art facilities for Fine Arts. Renovation of Edgar Hall has provided large, well-equipped studios, work areas and a student gallery. Construction of the Haycock 3D Art Building has provided a home for sculpture, ceramics and jewelry. Renovation of the Ross Art Museum has greatly improved this inspiring portion of campus. Students are involved in aspects of the shows that are exhibited at the museum through the Department of Fine Arts Gallery Practicum.

Another significant academic space renovation took almost a decade from initial discussions to completion. In 1995, President Tom Courtice authorized the formation of a group charged with planning for a renovated and extended science center. Representatives from math/computer science and each natural science department, as well as appropriate administrators, studied best practices including Project Kaleidoscope resources. The group then articulated the learning goals and corresponding teaching approaches for our students for the next three to four decades. They were then ready to plan, with the aid of the architectural firm of Payette and Associates, for 150,000 sq. ft. of new and renovated space. The Conrades•Wetherell Science Center (CWSC) was dedicated in October 2004. The transformations to the science program that have accompanied both the planning process and the opening of this facility have been manifold:

- A weekly, interdisciplinary Science Lecture Series was established, even before the building was completed.
- Laboratory and classroom sizes and designs were selected to assure maximum interaction and limited class enrollments.
- Small research laboratories abound, providing ample opportunities for undergraduate research.
- The Hobson Science Library houses both scientific resources and inviting study spaces conveniently located within the Science Center.
- The George W. Burns Scanning Electron Microscope is highly visible and readily accessible to science students in its central location.
- The Science Summer Research Program (SSRP) has expanded internally and through external grants, with extensive interaction between research groups possible due to unification the Center provides.
- The Patricia Belt Conrades Symposium, held in the fall in the CWSC atrium, provides the campus community and prospective science students the opportunity to explore the multitude of research topics investigated by OWU science students during their summer research experiences, both on and off campus.
- Numerous public lounges in the building allow students and faculty to interact outside the classroom.
- Limited-menu food service on the atrium level encourages students to use the building for more than just class and lab.

In addition to its impact on the sciences, the Conrades•Wetherell Science Center has provided versatile, inviting space for campus-wide receptions, the annual President's Ball, alumni dinners and even weddings.

Smaller-scale projects also provide enhanced learning environments. An excellent example is the Internet Café in Beeghly Library. Opened in Spring 2006, the Internet Café offers Starbucks Coffee, snacks, laptop computers to borrow and a place to gather and study until midnight. During Summer 2008, the library space available for students around the clock expanded to include the Bashford Lounge adjacent to the Internet Café.

The Honors Center and Welch Hall, a residence hall set aside largely for honors students, provide accessible areas for students to study and tutor one another. Some official tutoring sessions are held in the Welch study rooms, bringing help to students where they live. In addition, academically oriented programming that appeals to Honors students is available. The recently opened Hallenback-Biehl Honors Center offers programming within and beyond the honors facilities to add to the honors experience. The Center sponsors monthly current event discussions as well as dinners and ice cream socials. Honors students are also provided opportunities to attend cultural events in Columbus such as the Short North Gallery Hop, Columbus Symphony Orchestra concerts, COSI science museum, ballets, musicals and plays. The Honors Center also sponsors events such as the Raft Debate, which invites faculty from various departments to argue why their disciplines should be the ones to survive to restart civilization after a catastrophe. Students vote to decide the winner of the debate.

While the renovations that have been made are serving our students and faculty well, we have other facilities that also need attention but which are not yet on any recognized timetable for renovation. The physical deficiencies of some learning environments are notable, including inadequate ventilation, the lack of outlets for laptop computers and technology that is outdated or non-existent. Many academic buildings have no spaces where students can gather informally or study. Some faculty members have cubicles rather than private offices, making private conversations with students virtually impossible. Only 39% of faculty who responded to the Employee Survey agreed that the physical facilities in their area were adequate (6.5).

As electronic communication has become an ever-increasing part of our students' lives, those of us at small colleges have a rare opportunity to reinforce the value of face-to-face interactions. Without enough gathering spaces on campus, these planned and serendipitous encounters are less likely. The positive benefits of such areas have been demonstrated through the vibrant interactions that now occur in the Science Center. Other academic departments and disciplines noted the need for lounges or other informal spaces in their buildings in their reports to the Academic Programs Work Group of the Strategic Planning Committee (6.11).

“The honors center is a place for students to get together with one another, another place honors and non-honors students can come see what the honors program is all about, study or plan honors events.”

Jed Burt, professor of zoology, co-director of honors program

D. The organization's learning resources support student learning and effective teaching

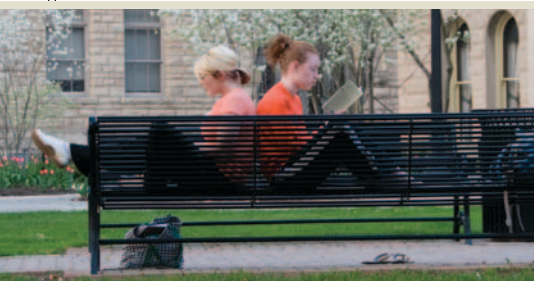
Libraries and Information Services

Traditionally the libraries have provided the heart of the learning resources on a college campus. With expanding electronic media and increasingly diverse student learning styles, the role of the libraries and the need to supplement its services has grown. Recognizing this broadening area, Ohio Wesleyan combined the Library with Information Systems in 2004, into Libraries and Information Services.

The Ohio Wesleyan University Libraries and Information Services (LIS) provides the University with traditional and electronic resources as well as computers and software to enable students to learn and communicate. Thirty-five staff members including 10 librarians, 8.5 library support staff, one media specialists and 13 information technologists are available to provide services for the University community. The LIS home page serves as the gateway to its resources and services (<http://lis.owu.edu>).

The libraries include the main library (Beeghly Library) and two branches (Hobson Science Library in the Conrades •Wetherell Science Center and the Kinnison Music Library in Sanborn Hall). Beeghly Library houses three special collections: the Archives of Ohio United Methodism, the OWU Historical Collection and the Rare Books Collection with concentrations on Walt Whitman, Elizabeth Barrett Browning and the Spanish Civil War. The government documents collection was founded in 1845, making it one of the country's oldest depositories. The Education Department contains a Curriculum Resource Center (CRC). Altogether, the libraries have more than 587,000 items, which includes 355,500 books and periodicals. The libraries' book collection contains 46,704 e-books. All libraries are linked with an integrated online catalog and circulation system from Innovative Interfaces, Inc.

Our libraries are teaching libraries. Librarians actively support and promote the curriculum, student and faculty research efforts and co-curricular activities. Librarians assist students in knowing when they need information, where to find it and how to evaluate and use it effectively. Each department is assigned a librarian liaison. Librarians work with faculty in the areas of collection development, course management systems, instruction and reference.



The libraries provide access to more than 150 commercial and subscription-based databases for student course-related and faculty professional research. Most databases are available through the library's OhioLINK consortium membership, but there are several to which the libraries subscribes independently, such as JSTOR and SciFinder Scholar. Students and faculty can access these databases from off campus as well.

The reference desk is staffed each day the University is open. Students can contact a reference librarian through Ask-A-Librarian e-mail, instant messaging and the telephone. A reference librarian participates in OhioLINK's KnowITNOW, a statewide reference service. Faculty use E-Res, an electronic reserves system, and Blackboard, a course management software, to support classroom instruction. Blackboard contains a variety of features such as announcements, e-mail to individuals or the whole class, real-time chat sessions, discussion board and online grade books. ILLiad is an interlibrary loan (ILL) software package that allows faculty and others to submit online requests. The new frontier for LIS is digitization. The Branch Rickey collection is the first of our collections to be digitized, and it will be accessible through the LIS home page and OhioLINK's institutional repository. Moreover, LIS has been at the forefront of the scholarly communications movement that is dedicated to exploring digital and electronic formats as alternatives to print journals and monographs.

The Information Commons (IC) is located in Beeghly Library. The concept of an IC integrates services for research, instruction and production. The components of the IC are 62 computers dispersed throughout the library, 20 circulating laptops and an Internet Café that is open from 5 p.m. until midnight during the academic year. The IC computers are scholars' workstations; students have access to the Internet, library resources, course-related software and office productivity software. Five laser printers and four print-only workstations support student printing in the IC. The attractive computers create a high-technology environment in a collaborative learning space.

Beeghly Library is open 104 hours per week, Sundays through Thursdays until 2:00 a.m. Students also have access to the 24-hour study spaces in the Internet Café and Bashford Lounge.

The AV (Audio/Visual) Center circulates the OWU media collection. The AV Center staff provides audiovisual support on campus by lending equipment, recording events and providing technical instruction to faculty and students. Other services include large-format printing, audio/video duplication, digital video editing and video conferencing.

Information Services (IS) includes academic computing, administrative computing, networking and the Help Desk. IS provides a robust wired and wireless network for the campus and has improved the campus data infrastructure, which included upgrading the routing hardware, external and internal cabling and new data closets. IS has increased the campus bandwidth for the Internet from 9 mbps in 2004 to 100 mbps today. OWU is also one of the first small colleges in the nation to offer an 802.11n campus-wide wireless network, BishopNet, completed Summer 2008. IS provides critical services

“The connection to other larger schools throughout Ohio via CONSORT and OhioLINK made my recent independent study research easier as I chose to compare Christianity with Sikhism, an Indian religion. This topic is narrow and there wasn’t a wealth of material in Beeghly Library.”

Matthew Ward '00

such as e-mail, Web and access to Jenzabar, the administrative computing system for the University. Jenzabar provides online access to a wealth of information including class lists and advisee information, as well as online grade entry. The student’s OWU e-mail address is the official means of electronic communication at Ohio Wesleyan. Information Services provides support for 223 computers in six academic computer labs that enhance the instructional process. Altogether, IS supports at least 1,683 computers campus wide. The department also purchases and maintains instructional software such as SPSS, Mathematica, Minitab and ESRI GIS. IS maintains a professionally staffed help desk that provides phone support for faculty and staff during regular business hours. Student computer use is supported by a student help desk that is located in Beeghly Library. Faculty may request “deskside coaching,” which brings an LIS staff member to his or her office for personalized computer assistance. LIS provides student workshops on such topics as copyright, plagiarism and large format printers.

LIS is a member of several valuable consortia. CONSORT (OWU, Kenyon College, the College of Wooster and Denison University) is the group with which we share our Innovative Interfaces catalog, including more than 2.5 million volumes. OhioLINK is a consortium that includes 90+ universities and colleges throughout the state and 44.5 million volumes. Through a delivery system, these books are transported to member libraries on a regular basis, which dramatically increases the resources available to students. The Oberlin Group, a group of 80 selective liberal arts institutions, provides another opportunity for OWU to participate in consortia purchases and to discuss major library issues. The Consortium of Liberal Art Colleges (CLAC), comprising 62 liberal arts institutions, provides OWU with a venue to remain updated on information technology issues and to participate in cooperative IS purchases. Ohio Wesleyan also benefits from technology deals offered by the Ohio Supercomputing Center. The Five Colleges of Ohio has been invaluable as a consortium for both library and IS issues and cooperative purchases. Finally, OWU is a member of the National Institute for Technology and Liberal Education (NITLE), a network of higher education institutions that supports collaboration and innovation and the effective use of digital technologies across professions, disciplines and institutions.

The LIS strategic plan offers a detailed view of the department’s desires, priorities and plans for the future (see <http://lis.owu.edu/strategicplan.pdf>, 7.13). As a learning organization that values the growth of staff as well as the organization, LIS accomplishes tasks using groups/teams such as the Internet Café & Information Commons Team, Copyright Team, Digital Collections Team, Retreat Team and Workshops Team.

LIS holds an annual retreat for the purpose of teambuilding within the organization. Throughout the academic year, communication in LIS is fostered by means of departmental, unit and topic-specific staff meetings. Computing and library personnel are active professionally and attend conferences and workshops for their respective fields. Our merged organization allows us to harness the energy of computing, libraries and media personnel and to be agile enough to meet the demands of the University in the context of a digital and global world.

Sagan Academic Resource Center

Another central location that aids our students' learning is the Sagan Academic Resource Center (SARC). The Center serves students of all ability levels. Its stated mission is to empower students with the skills needed to become independent and competent learners. Four divisions within the center focus on specific learning needs through collaboration with each other, the Dean of First Year Students, support staff and faculty.

The Writing Resource Center (WRC) (7.10.1) is one of the country's oldest, having been established in 1955. Students with a wide range of backgrounds and needs seek assistance from the center. Students who earn a "U" (unsatisfactory) for their writing in one of their courses spend about half a semester working with a tutor in the WRC to improve their skills. During the 2007-08 academic year, the WRC worked with 398 students. There were 304 faculty- or self-referrals and 94 had "U" status. Together, Center staff logged 1,661 contact hours. Students working on writing assignments often seek advice and guidance about organization, revision, grammar and spelling. Students also use the services of the center to help with writing for résumés, position applications and the MCATs. In addition to scheduled tutoring sessions, the WRC has a hotline that can be used by members of the Ohio Wesleyan community as well as people around the country for answers to writing questions.

A second office in the SARC is the Quantitative Skills Center (7.10.2). The Q-Center provides tutoring to students who encounter difficulties with mathematical concepts within their courses. Tutoring is provided by both the director of the Academic Resource Center, who has many years' experience as a high school math teacher and part-time college instructor, and by qualified students. The staff of the Q-Center makes presentations to introductory math classes, advertising the center to ensure that students are aware of its services and weekly voluntary calculus labs. During the 2007-08 year, the Q-Center tutored 111 faculty- and self-referrals in 448 sessions comprising approximately 459 hours.

A third aspect of the SARC is the Academic Skills Center (7.10.3), staffed by two student interns working under the guidance of one of the psychology professors. The Academic Skills Center provides guidance on study skills, test-taking strategies and time management. The interns are available for individual appointments as well as to conduct group sessions. While the Academic Skills Center does not provide tutoring for students experiencing difficulty with specific subject matter, the SARC provides a list of free tutoring services that are available through the academic departments on campus, giving the times and locations of the tutoring sessions. The list is sent to academic advisors and posted on the SARC Web site (<http://arc.owu.edu>).

In an effort to promote more effective tutoring on campus, voluntary tutor training sessions are held throughout the fall semester. Students focus on various learning styles and communication skills as they are guided through the tutoring process.

"I was forced to come to the Writing Center because I received a U notation. Although at first I was reluctant and disappointed, my experience proved to be rewarding. The staff not only helped me with my writing but also built my confidence, which is essential when preparing a paper or essay that will reflect me as a person. The staff also helped me to determine my chosen career and improve my grade point average tremendously. I am very grateful for this opportunity."

Monique Ellington, Early Childhood Education major

To help students integrate content and study skills, the SARC piloted Supplementary Instruction in Economics and Chemistry in Fall 2008. The purpose is three fold: (1) to reduce the rate of attrition within targeted, historically difficult courses; (2) to improve student grades in those courses; (3) to increase graduation rates of students.

Finally, the SARC is home to the Learning Disabilities Assistance Center (7.10.4). A full-time learning disabilities specialist helps students and faculty find ways to accommodate learning differences that are consistent with students' diagnosed differences and also with the expectations of the courses in which the students are enrolled. While we have not sought students who have learning disabilities, they have sought us, perhaps because of our supportive environment. Results of the CIRP survey given in the early part of this decade show that we were, at that point, enrolling more than twice the number of LD students as other selective religious colleges (6.3). See Figure 3.1.

Learning Disabilities in First-Year Students 2002 & 2004

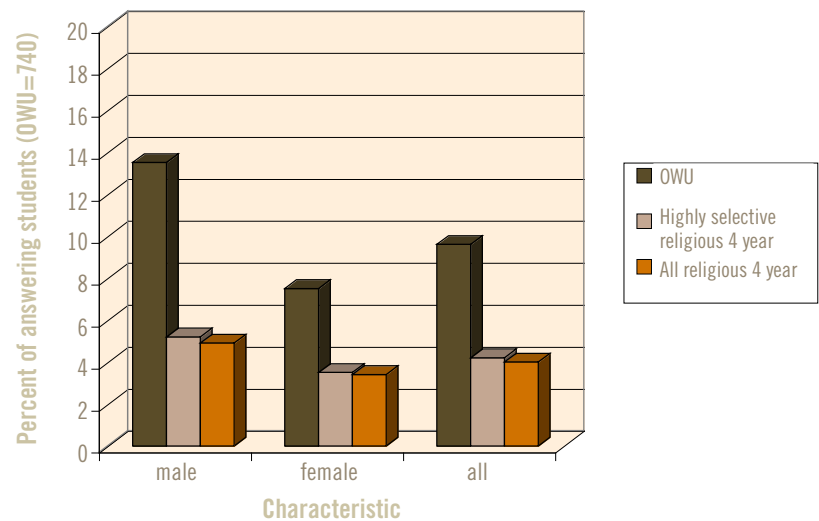


Figure 3.1—Students' self-reported learning disabilities by gender, compared to other groups participating in the CIRP survey

At the May 2008 meeting of the Academic Affairs Committee of the Board of Trustees, the Dean of Academic Affairs presented a preliminary plan for improving student success and satisfaction (6.12). The plan centers on the academic advisor and includes recommendations for enhancements in the areas of the First-Year Program, the Registrar's Office, the SARC, Off-Campus Programs, Career Advising, International and Multicultural Student Services and Residential Life. The plan includes ideas for enhancing programs and staffing to better serve students during their college years.

Further support

Support for the teaching/learning enterprise comes from within the faculty committee structure as well. The Teaching, Learning and Cross Cultural Programming Committee (TLCCPC) provides both finances and guidance for faculty members and those who support them. Pedagogic travel grants are available for teaching faculty as well as librarians. Monthly noon seminars are sponsored by TLCCPC. Faculty members share interesting aspects of their research or teaching interests, often discussing how these ideas are related to courses they teach. Lunch is provided by the committee for faculty and staff who make reservations. TLCCPC also has partnered with the Assessment Committee (and English faculty members) to sponsor lunchtime workshops related to improving teaching of writing. Results from the Writing Assessment were shared with faculty members, along with the rubric used to generate the assessment. Ideas for enhancing students' writing further through focused feedback in Writing Courses or Writing Option Courses were suggested. Sample rubrics that can be used for both evaluating and assessing students' work were shared with the attendees.

Library and Information Services sponsors its own noon workshops, again providing free lunches to participants. The nature of these workshops varies widely, but has a common thread of using technology to support teaching and learning. The staff member in charge of the majority of these workshops is careful to provide more than a "how-to" session. While demonstration of aspects of software or online resources is part of the presentations, underlying the workshops is an emphasis on how to use the resource under discussion in a pedagogically effective manner. Longer workshops, often led by outside experts, provide opportunities for participants to share ideas and questions related to the topic of the workshop. Examples of workshops held during the past three years related to Blackboard, eBooks, LexisNexis, podcasting, data backup, videography and many more (7.14).

Challenges

Support of student learning, while strong, needs additional resources. The limited budget in Information Services results in a smaller IS staff and operating budget compared to peer institutions. OWU has an IS staff of 13 whereas the other Five Colleges of Ohio have between 28 and 40 staff members. Students are adversely affected as they seek to use computers around campus because IS has insufficient staff to assist students who experience difficulties with hardware or software. An inadequate staff also limits the number of major technology projects that can be undertaken simultaneously. Library staffing is stronger, but OWU has fewer librarians and smaller book and journal budgets than peer institutions. Fortunately, this is ameliorated to some extent by an increase in electronic journals and connections to CONSORT.

The Sagan Academic Resource Center has continued to increase its services since its inception in 2000. Additional staffing and resources to help faculty as they deal with students is a need expressed by members of the teaching community. Because we are a small campus, we can more readily identify students with unique needs, but faculty need guidance in dealing with these needs. The presence of a full-time learning disabili-

“Universal Design is the design of products and environments to be used by all to the greatest extent possible without the need for adaptation or specialized design. It’s a way of delivering services that provides accessibility to all students without calling attention to those with physical or learning disabilities. I see it as a proactive, inclusive way of teaching and offering services that benefit the broadest possible spectrum of our students.”

Donna Dawson, SARC director

ties specialist (beginning in 2006-07) has begun to provide advice, speakers and off-campus opportunities to address these needs. In August 2007, a team of six people (faculty, staff and administrators) from OWU was one of only six institutions invited to participate in a workshop on Universal Instructional Design (UID) at the University of Minnesota. In addition to learning about UID and developing discipline-specific materials at the conference, the OWU team planned ways to introduce UID to the campus, which was begun in Fall 2007. Another specific concern of faculty members has been mechanisms for dealing with students who have Asperger syndrome. An expert visited campus in October 2007 and met with interested parties. These initiatives have been valuable. Continued support of this type will further strengthen our ability to help students learn. Coordination among Academic Affairs, the SARC and faculty is important to determining the areas of most immediate need. Plans for further enhancements in this area have been put forward by Academic Affairs and will be part of the continuing discussion related to Strategic Planning.

Conclusion

The results of our assessment processes provide evidence that we are successfully meeting the goals outlined in our Statement of Aims. The opportunity for introspection that assessment provides enables us to further enhance the educational enterprise.

Strengths

- Revised department and program assessment plans
- Regular faculty reviews by FPC
- Yearly allocations and periodic sabbaticals for faculty
- Rigor, Relationships and Real-World Experiences
- Recent building projects
- Learning resources including libraries, the Writing Center, Quantitative Skills Center and Learning Disabilities Assistance Center

Challenges

- More LIS resources
- Upgrades and renovations to classrooms, offices and social areas
- Additional SARC resources, particularly in Learning Disabilities

CHAPTER 4

CRITERION 4

Acquisition, Discovery and
Application of Knowledge



Chapter 4 — Criterion 4: Acquisition, Discovery and Application of Knowledge

Ohio Wesleyan promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

Driven by our Statement of Aims, Ohio Wesleyan University is committed to preparing students for a life of learning. Through the courses offered, programs provided and a strong community, all of our constituencies are poised to compete and succeed in graduate studies, the global workplace and a challenging society.

A. Ohio Wesleyan demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

Commitment to lifelong learning

A joint statement by the trustees and faculty members of Ohio Wesleyan, found in the University Catalog, affirms the centrality of learning and the intellectual freedom and responsibility necessary to ensure open expressions of learning. We are fully committed to the 1952 declaration by the General Conference of the Methodist Church which states, “Our role is not to suppress ideas, but to open channels of communication, so that [men and women] can come to know the thoughts of their neighbors, and so that the best thoughts of all [men and women] can come to be the possessions of all humanity.” Our statement on intellectual freedom then says, “In pursuance of this tradition, the administration has maintained for students and faculty alike a climate of freedom in learning



and inquiry.” The University has also adopted the 1940 statement of the American Association of University Professors regarding academic freedom (3.5). Further evidence of ownership of these goals is found in the third of three purposes in the Alumni Association’s mission statement: “To perpetuate Ohio Wesleyan’s tradition of service and commitment to lifelong learning” (3.6).

Ohio Wesleyan’s commitment to academic excellence is exemplified by an array of awards and honor societies that are available to eligible students at strategic points throughout their four years at the University. Upon gaining admission, outstanding scholars are awarded generous merit scholarships and/or are considered for outstanding leadership and service awards (see <http://finaid.owu.edu/meritAid.html>). At the end of each academic year, students who maintain exemplary grades may be inducted into Phi Eta Sigma, Phi Society, Omicron Delta Kappa and Mortar Board at the early stages of their academic careers. Twenty-three subject-specific honor societies exist within 19 departments on campus (1.1, p.39). Throughout Ohio Wesleyan’s history, 97 awards and prizes have been endowed to recognize the academic achievements of our best students (1.1, p.32). Departments conduct induction and awards ceremonies within the department setting, and the names of all members of honor societies and prize winners are included in the Commencement program (5.4).

Every April, students who have made outstanding contributions to the campus and surrounding community are recognized by the non-academic departments on campus. Among the top honors are the Dean’s Award and Meek Awards for exemplary leadership and academic achievement and awards for male and female scholar-athletes.

The ultimate academic recognition for students is induction into Phi Beta Kappa. Ohio Wesleyan’s chapter of Phi Beta Kappa, established in 1907, was the seventh (Eta) in Ohio. Top scholars are inducted each year on the Saturday preceding graduation, with faculty, administration and family in attendance. The celebration of the hundredth anniversary of Ohio Wesleyan’s chapter of Phi Beta Kappa, March 5, 2008, was the first of a new tradition of Heritage Days. Members of Greek societies (fraternities and sororities) joined in recognizing this, the oldest Greek-letter society.

Academic achievement also is encouraged and recognized through several paths that can lead to “honors.” Students within the honors program may graduate with “University Honors” by completing honors course work and a comprehensive exam within the department of their major. Students with a GPA above 3.5 in their major and a 3.0 overall may apply to receive “Departmental Honors.” These students work with a professor during their senior year conducting research on a topic in their major. Students must present their work to a review committee in written and oral form and pass a comprehensive departmental exam. Also, students with cumulative GPAs in the requisite ranges graduate *Cum Laude*, *Magna Cum Laude* or *Summa Cum Laude* (1.1, p.30-32). Finally, any student may elect to earn “honors in course” with the permission of the instructor. Upon successful completion or a suitably in-depth project or paper, the student is awarded an “H” along with his or her course grade (1.1, p.20).

“My undergraduate coursework and experiences at OWU in the areas of psychology, sociology and education have really made a significant difference in my professional career. OWU prepared me for more than one job; it prepared me for life.”

Jim Lloyd '92, assistant superintendent, Olmsted Falls City School District

Alumni recognize that OWU is an institution that values and encourages education beyond the traditional four years. In the Dehne Study, 92% gave a positive response to the question relating to engaging in lifelong learning (6.4).

Programs and speakers

Beyond statements about the value of responsible lifelong learning, and awards for those students who demonstrate exceptional achievement, Ohio Wesleyan has developed, funded and sustained programs, lectures and learning opportunities through the years that demonstrate the institution-wide emphasis placed on this core mission. These opportunities, while primarily on campus, instill in students the love of learning that alumni carry with them around the world and that they repeatedly attribute to their OWU experience.

Perhaps the most distinctive and cross-disciplinary learning opportunity at Ohio Wesleyan is the Sagan National Colloquium (SNC). For more than twenty years, the SNC has spotlighted an issue of enduring and powerful societal concern. Through a series of presentations and discussions led by nationally and internationally recognized experts, the Ohio Wesleyan community is engaged in rigorous exploration of the selected topic and its impact on society. Recent topics have included “Cities and Suburbs: Life in a Metropolitan World,” “The Citizen Scientist: How Science Affects Our Daily Lives” and “The United States and the Islamic World: Challenges and Prospects.” The SNC consists of much more than lectures and panel discussions. Plays, art exhibits, films and connected classes provide a rich array of venues in which students, faculty and staff can explore the colloquium topic. Students may register and receive 0.25 units of credit for participating formally in the SNC (see <http://snc.owu.edu/index.html>).

A wide range of funded speakers’ series bring many outside speakers to campus through various academic departments and organizations (7.7). Sometimes these series connect their lectures to the SNC. Virtually all lectures are open to the campus and greater Delaware community. Examples of annual lectures and speakers’ series include:

- Phi Beta Kappa Visiting Scholar
- Science Lecture Series
- Merrick Lecture (Religion)
- Vogel Lecture Series (History)
- Carpenter Lecture Series (English)
- Butler A. Jones Lecture Series (Black World Studies)
- Eddy Lecture Series (International Studies)
- Milligan “Leaders in Business” Lecture Series
- Muller Lecture (Physics)
- Barger Family Lecture Series (Politics and Government)
- Smith Civil War Lecture Series (History)
- Heisler Business Ethics Lecture Series (Economics)
- Osborne Lecture Series (English)

There are also many individual speakers and programs hosted by Residential Life, Student Involvement, Small Living Units, the Chaplain's Office and campus clubs. These range from comedians and musicians to Women's Week speakers, Religious Life speakers (including a weekly chapel service, re-introduced to campus in 2007), Black History Month programs and CultureFest (a combined effort of the multicultural organizations to expose students to music, dance and food from across the globe).

Research and internships

While listening provides a venue for learning, active participation brings a level of intellectual engagement that enhances and internalizes the learning experience. Ohio Wesleyan provides multiple avenues for active learning. Students and faculty engage, often jointly, in research leading to publications. In the Celebration of Scholarship, the library annually recognizes faculty members and staff who have published in the form of books, journal articles and plays during the preceding year (7.2). In 2007, they celebrated 25 faculty and staff and 8 students for their research papers and publications; in 2008, there were 36 faculty and staff and 16 students recognized. Examples of books authored by our faculty in recent years include *Coal Black Horse* (Robert Olmstead); *Questions of Possibility: Contemporary Poetry and Poetic Form* (David Caplan); *Madness Unchained: A Reading of Virgil's Aeneid* (Lee Fratantuono); *The Adolescent: Development, Relationships and Culture* (F. Phillip Rice (U of Maine) and Kim G. Dolgin). Other professional work has included students. For example

- In 2008, Timothy Hawthorne, with John Krygier and Mei-Po Kwan, published "Mapping ambivalence: Exploring the geographies of community change and rails-to-trails development using photo-based Q method and PPGIS" in *Geoforum*
- Student photographs have been printed in *Pittsburgh Quarterly*
- Daniel Peters, Rachel Choto and Aimee Hong collaborated with professor Mary Howard on the documentary *Cloud People*

Student and faculty scholarship is also highlighted in articles published in the weekly online newsletter, Connect2OWU, and the quarterly alumni publication, the *Ohio Wesleyan Magazine* (5.1, <http://connect2owu.edu> and <http://magazine.owu.edu>).

Much of the published research involving students results from the Summer Science Research Program (SSRP). In its seventeen years, this ten-week program has offered students the opportunity to carry out cutting-edge research side by side with faculty mentors. Students and faculty are fully engaged partners in research projects that ignite students' passions for learning and give them the confidence to explore areas that spark their imaginations. Students in the program learn immediately that scientific research is different from what they experience in the classroom or pedagogical laboratories. The challenges, surprises, excitement and frustration ultimately lead to rewarding knowledge and new scientific results. At the conclusion of the program, the student participants display their project results at the Patricia Belt Conrades Summer Science Research Symposium (7.3). This poster-format gala provides a forum for student to share what they have learned and gives them valuable practice in explaining research results to

"Ours is one of the largest international/cultural festivals in Ohio. Where else can you get great food from all over the world and dance to Bhangra music?"

Darrell Albon, Director of International Student Services, regarding CultureFest

"It's a great idea, and we're lucky to have the opportunity to participate in it. You learn the research process in a way you can't from books, and you also learn how to present the work you've done."

Philip Rademeyer '08, psychology, participant in SSRP

Ohio Wesleyan University

a wide spectrum of visitors. In addition to the symposium, students often present their summer science research at state, regional and national meetings of prestigious scientific associations. Their results are frequently published in major scientific journals. Examples include:

- “GnRH Protein Levels in Atrazine-Treated Axolotls,” Sara Nienaber* and Sarah Leupen, *Impulse*, May 2008.
- “Community and ecosystem responses to a pulsed pesticide disturbance in freshwater ecosystems,” *Ecotoxicology*, A. Downing, K. DeVanna*, C. N. Rubeck-Shurtz*, L. Tuhela and H. Grunkemeyer. 2008
- “Functional overlap between tip of the tongue and feeling of knowing predictions,” (H. P. Bahrick, M.K. Baker, J.M. Barker*, S.A. Parnes*, E. Polter*, L.K. Hall and L. Abrams.) Presented at the Nineteenth Annual Convention of the Association for Psychological Science, Washington, D.C., May, 2007
- “Suppression of macroscopic quantum tunneling in a large Josephson junction coupled to a resonator,” B. R. Trees, Y. H. Helal,* J. S. Schriffin and B. M. Siller.*

*indicates student

Through these opportunities, students gain priceless presentation and publication experience as they become known to the wider scientific community. Participation in the Summer Science Research Program is often the genesis of a lifelong, satisfying and meaningful career (<http://ssrp.owu.edu/symposium/Program Abstracts.html>).

The science departments also aim to place students in research experiences and internships outside the University. The Lawrence E. Young, M.D. Award, for instance, pays for travel and expenses to assist students preparing for health-related careers to participate in influential projects during the summer or on campus.

Research is not limited to the summer. Several grants obtained by faculty members, with the aid of the University’s grants officer, fund research throughout the year. This research has been carefully designed so that undergraduates can participate, some as early as their first year in college. In one case, a grant funds a post-doctoral researcher—an unusual but effective addition to an undergraduate institution.

Established in 1947, the Arneson Institute for Practical Politics and Public Affairs embodies the spirit of the Politics and Government professor for whom it was named (7.4). Students continue to sign pledges developed by Dr. Ben Arneson, stating, “With a view to



“serving the public interest and regardless of the nature of my future vocations I pledge that, upon leaving college, I will devote a portion of my time to active and definite participation in public affairs.” Opportunities to participate and learn about through the Arneson Institute. Numerous speakers come to campus to interact with students and present public lectures. Students participate in a campus-wide Mock Convention during presidential election years and in Model UN competitions on an annual basis. Off-campus study and internship opportunities provided through the *Wesleyan in Washington* program give students first-hand experience in the political arena. Support for student and faculty research further enriches the learning experiences of students. The spirit of the Arneson Institute and the pledge that students make is evident in the lives of alumni. For example, during the 1960s, more Ohio Wesleyan students joined the Peace Corps, per capita, than those from any other college in the country. Today, at least 68% of Ohio Wesleyan alumni are known to honor the spirit of the “civic pledge” (<http://politics.owu.edu/arnesonInstitute.html>). Alumni with active political careers include two members of the U. S. House of Representatives and the press secretary for the Governor of Ohio.

The Woltemade Center for Economics, Business and Entrepreneurship, established in 1985, provides numerous opportunities for students to engage in learning about and experiencing the world of business while still undergraduates (7.5, <http://wcebe.owu.edu>). Annual lectures such as the Heisler Lecture Series, the Milligan Leaders in Business Lecture Series and the annual Economic Outlook Conference inform students and faculty about items of current interest in the business world. Special scholarships, such as the Corns Business and Entrepreneurial Scholarships and the Economics Management Fellows for freshmen, encourage the best students. There is also financial support for students doing summer internships through the Blaine E. Grimes Summer Grant Program.

Resources for faculty

The opportunities discussed above also provide venues for faculty to learn beyond the classroom. Faculty, however, need resources with which to pursue the focused learning necessary for intellectual vitality in their chosen fields. These pursuits often require travel to conferences, libraries or other universities to engage in research and conversations with peers in the field. Resources to support these activities are available in multiple forms at Ohio Wesleyan.

Each faculty member has a yearly “professional development” allocation, as detailed in Section 3B. These individual funds can be supplemented by other campus resources when needs are appropriate and exceed the yearly allocation. For example, the Thomas E. Wenzlau (TEW) Fund provides almost \$100,000 per year for both pedagogical and scholarly work. Faculty members can apply annually for TEW money to cover travel, conferences, supplies and other non-equipment expenses associated with their research and teaching. In the past five years, more than 50 different faculty members have received a total of \$470,000 in support from TEW to fund more than 100 different projects. Examples of projects funded by TEW include archival research on Chaucer and on the Holocaust, a conference on Religion and Science, seminars on Societal and Economic

Development in Brazil, Contemporary and Popular Japanese Cultures and Societies and numerous research-focused trips (7.6). In addition, the Teaching, Learning and Cross Cultural Programming Committee (TLCCPC) has monies available to partially support travel to pedagogical conferences. Faculty members can apply semi-annually. Over the past 5 years, the TLCCPC has given an average of 11 awards and \$2780 annually (4.1).

Beyond money, time is required for faculty members to focus on their own learning. Because of Ohio Wesleyan's commitment to allowing sufficient time for educational and professional growth, the University has a regular sabbatical program for permanent members of the faculty. After six years at the University, continuing faculty members are granted a one-semester paid leave. Leaves are then scheduled every sixth year thereafter. One or two special leaves are also available each year. Faculty members may apply for special leaves in order to extend their regular leave to a full year or when special opportunities arise between leaves. At the conclusion of each leave, faculty members write a report of their sabbatical activities and submit the report to the Provost's office. Faculty members also include descriptions of their professional activities accomplished while on leave in their self reports for promotion and merit pay considerations.

As with teaching, the importance of scholarly work is quantified by the Faculty Handbook, which instructs the Faculty Personnel Committee to give a weight of 30% to scholarly and creative work (2.2, Chapter V, Section A.1). Scholarly and creative work, or professional activity, includes research, publication, artistic work, attendance at professional meetings, development of pedagogical resources and other activities that support the faculty member's professional growth and contribute to his or her field of study. As an institution, we value highly the teacher-scholar connection that allows our faculty members to bring the freshness and enthusiasm gained from their professional work into the classroom.

Learning opportunities for alumni and staff

In addition to instilling a love of learning in our students while they are undergraduates, the University encourages continued learning for our alumni through opportunities both on and off campus. The Alumni Office sponsors group trips to various locations around the world. Often, a faculty member will accompany the group and provide appropriate background information and commentary. Recent alumni trips include Costa Rica, Ireland, Tuscany, the Galapagos, England, Russia, China, Holland/Belgium and the Lakota Nation of South Dakota. "Return to the Classroom" allows alumni and parents to attend classes during Homecoming weekend.

The encouragement of and opportunity for learning extend to the staff and families of the University community as well as students, faculty and alumni. Employees of the institution may take courses free of charge. One course per semester may be taken during working hours or two with a supervisor's permission. In the past decade, eight employees have earned their bachelor's degrees through this educational opportunity. Family members of employees are also eligible to take courses free of charge. In addition, children and step-children of employees can receive up to two years' free room and board. Without this benefit, some children of employees would not be able to afford to attend college.

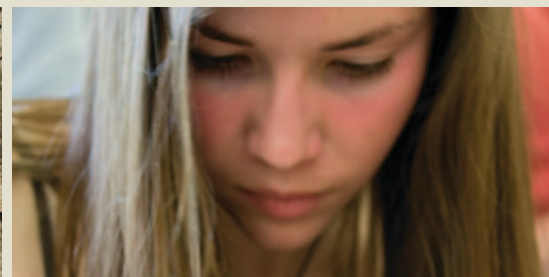
B. Ohio Wesleyan demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

General education requirements

Exposure to and acquisition of knowledge from a broad range of disciplines is a central tenet of the liberal arts philosophy. As the Ohio Wesleyan Catalog states, “To ensure that students’ programs include exposure to a broad spectrum of disciplines, the University requires distributional study in the social and natural sciences, the humanities and the arts” (1.1, p.44). Details of the distribution requirements can be found following this statement in the Catalog. In brief, Bachelor of Arts candidates must take three courses in social science, three in natural science, three in humanities and one in arts. Only two courses required for a student’s major may be counted toward the distribution requirement. To ensure a broad educational experience, students may not count more than thirteen courses within a discipline (or seventeen courses within a department) toward the 34 units required for graduation (see Appendix E1).

Demonstration of a proficiency of various skills is also an aspect of our general education requirements. Students must meet competency requirements in English, writing across the curriculum, a foreign language (for B. A. students only), cultural diversity and quantitative reasoning. English and foreign language competencies can be demonstrated by test scores (SAT, ACT, AP or placement exams). With these exceptions, students must pass requisite courses to demonstrate their competence in the areas listed above. Specifically, one semester of Freshman Writing Seminar, three writing-intensive courses beyond Freshman Writing and one approved quantitative course are required for graduation. B. A. candidates also must complete two semesters of a foreign language (or demonstrate proficiency). Requirements for the Bachelor of Music (B. M.) and Bachelor of Fine Arts (B. F. A.) degrees have different general education and competency requirements due to the more extensive set of requirements within the specialties (1.1, p. 189,121).

A thorough review of the general education requirements at Ohio Wesleyan was conducted beginning in 2000 (6.6). This review is described in detail in the Introduction under



“I had an incredible time. I loved where I worked and learned so much. I grew as a student, as an artist and as a person.”

Lauren Griffith '07, Fine Arts, on the New York Arts Program

Concern 5. Members of the faculty, alumni and students found the general education requirements to be appropriate and consistent with the University's Statement of Aims, with the exception of the lack of a quantitative requirement, which was added for students who entered the University in 2006.

Alumni also have indicated that distribution requirements were helpful. The Dehne Study results show that 92% of responders had a positive experience in learning to appreciate literature and the fine arts. Also, 96% gained interest in exploring and learned to develop new ideas and situations, and 93% developed problem solving skills (6.4).

Educational opportunities

The breadth of an Ohio Wesleyan education extends well beyond the classroom. Opportunities for learning in the context of experience take many forms and are found in all departments and programs. Examples of such learning opportunities include:

- New York Arts program
- Wesleyan in Washington program
- Philadelphia semester
- Oak Ridge Science Semester
- Study abroad (required for French, Spanish, Latin American Studies, East Asian Studies and International Business and highly encouraged for International Studies, other Modern Foreign Languages and Theatre and Dance)
- Education field placements and student teaching
- Internships in economics, psychology, sociology, politics and government and pre-law
- Research in the sciences and social sciences
- Working for *The Historian*, the quarterly publication of the History honor society (5.5)
- Editing and publishing literary magazines (*OWL*, *Confiscated*) (5.6, 5.7)
- Theatre productions
- Helping curate art exhibits
- Playing in the Central Ohio Symphony or campus groups (Symphonic Wind Ensemble, Opera Theatre, Choral Art Society, Jazz Band, Bishop Band, Chamber Orchestra)
- Writing and editing the *Transcript* (independent, student-operated newspaper) (5.8)
- Working for the campus radio station WSLN
- Supervised participation in substantive community service learning programs, spring break mission week and internships with non-profit organizations

Some of these learning experiences carry graduation credit. Some do not. Some are required for majors. Some are not. But all contribute to students' educational breadth.

Additional opportunities for exploring beyond regular courses exist through Directed Readings and Independent Study available in every department. In a typical year, Ohio Wesleyan students earn 200 units of Directed Readings and 150 units of Independent Study. The unique learning that takes place in the one-on-one experience of Directed Readings or Independent Studies prompted their inclusion as one aspect of the requirements for graduating with Honors.

Some students propose and complete honors projects within their major area of study. Coupled with successful completion of a comprehensive examination in the major field and a defense of the research project, these students can graduate with honors in their discipline. One departmental honors project from 2008, “The Value of Recreational Sport and Fitness and its Development at Ohio Wesleyan University,” not only explored the benefits of such a program to the University, but through systematic investigation led the student to a position of advocacy for these programs, culminating in a successful bid to serve as the Class Trustee for the next three years. In her first Board of Trustees meeting in October 2008, this recent alumna shared access to her research with the other trustees, inviting their careful consideration of this aspect of OWU’s facilities’ planning (6.18).

In the spirit of a broad or “liberal” education, many OWU students graduate with more than one major. An analysis of the graduates between 2005 and 2008 showed a wide range of pairs of majors, as shown in Figure 4.1 (9.3).

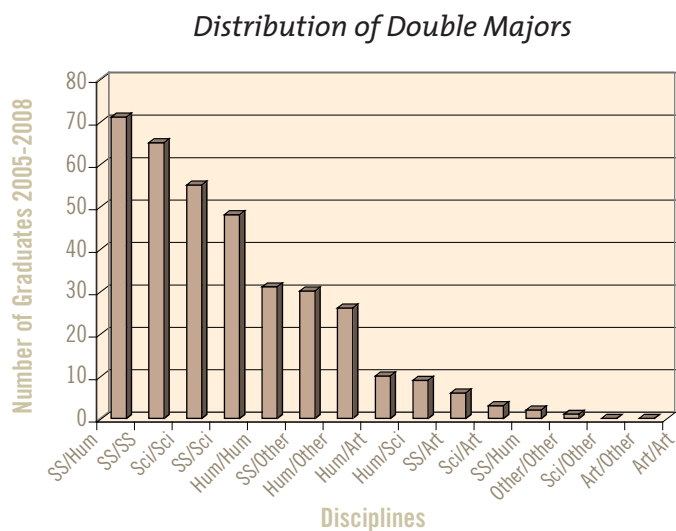


Figure 4.1—Number of double majors by disciplines for students who graduated between 2005 and 2008. The total number of graduates during this period was 1517. “Other” includes Education, Physical Education, International Studies, International Business and Accounting.

Students whose interests extend across multiple departments are encouraged to formalize their broad curricular choices by designing their own major. Guidelines for a self-designed major require the student to gain depth as well as breadth and include a capstone experience to pull the diverse concepts together. Typically one or two self-designed majors are approved each year (1.1, p.47).

When a random sample of seniors was asked in an exit interview whether they believed they were liberally educated persons, more than 96% said “Yes.” The remaining students were “unsure” or did not answer the question. In the 2007 National Survey of Student Engagement, Ohio Wesleyan seniors reported, to a significantly greater extent than their peers at other institutions, that their college experience contributed much to their breadth of general education (6.8, see Table 4.1). First-year student responses for this question were not statistically different than for other institutions.

“Because OWU students are taught to look at the world holistically and find links among subject areas, it is no surprise that many pursue double or even triple majors. Teaching and learning are collaborative—social scientists consult geologists, art historians converse with Latinists. This way of thinking develops into a life-long habit.”

OWU admission materials

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Acquiring a broad general education	FY	3.20	3.22	3.28	3.13
	SR	3.62	3.33***	3.48*	3.24***

Table 4.1—NSSE 2007 comparison of responses to, “To what extent has your experience at this institution contributed to your knowledge, skills and personal development [...]?” 1=very little, 4=very much; * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

C. Ohio Wesleyan assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

As mentioned in Section 2C, the Academic Policy Committee (APC) reviews each academic program at least every five years. This review generally occurs when the faculty members of a program request allocation of a position and follows well-established procedures as described in Section 2C (4.2). Such reviews are a natural mechanism for APC to consider a program’s specific curriculum within the context of the University’s mission. When a department, APC or the administration finds additional information and perspective necessary, they consult with external groups about particular departmental issues.

As stated in Criteria 2 and 3, OWU has increased its emphasis on institutional assessment over the past few years, building on a strong foundation established in the 1990s. The Associate Dean of Academic Affairs for Assessment and Accreditation and the Assessment Committee have made important strides within this ever-increasing institutional responsibility. The role of assessment within higher education will continue to be of prime importance when evaluating the success of our programs and offerings and the usefulness of our curricula to students who will live and work in a global, diverse and technologically-oriented society.

Developing core skills

The third objective of the University’s Statement of Aims includes the belief that “Liberal education [...] recognizes that trained sensitivity to private and public value issues, grounded in a sound grasp of various cultural heritages, is important for maturation and for living a good life.” Realization of this “grounding” is found in the University’s diversity requirement. Students must take at least one course that has a “V” (for diVersity) designation. A wide range of courses in arts, humanities and social sciences have a significant non-Western component and can be used to satisfy this requirement. During the Senior Exit Interview, students are asked about the impact of the diversity courses they have taken. Of those interviewed, 84% indicated that these courses helped them to become more interested in or sensitive to other cultures (6.14). While the University requires students to take one diversity course, a study of the transcripts of 100 graduates from the class of 2008 revealed that more than half of the students took more than one “V” course. See Figure 4.2 (9.3).

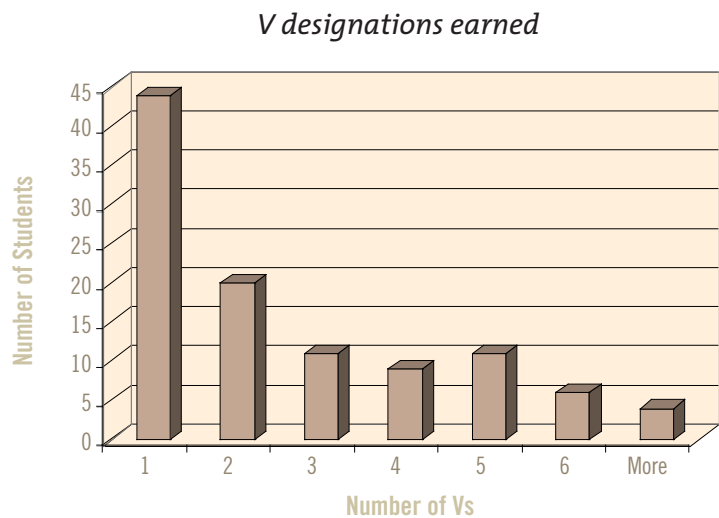


Figure 4.2—The results of a transcript study of 100 graduates in 2008 showing that the majority of students exceed the required number of diversity courses (1).

The second objective of the Statement of Aims declares the expectation that students will develop the “capacity [...] to understand the symbolic languages used to codify and communicate knowledge in today’s society.” Even thirty years ago, the authors of this portion of the Statement of Aims realized the increasing importance that new methods of communication would have in the society our students would enter. The “symbolic languages” mentioned here refer to foreign languages, computer languages and other communication forms that will develop. Today’s students are computer literate. They use and extend their computer capabilities in course assignments, laboratory settings, methods courses and through workshops conducted by Libraries and Information Services. While our seniors reported, on the 2007 NSSE, computer use that is comparable to their peers, our freshmen reported notably less computer usage and training than first-year students at other institutions (6.8). See Table 4.2.

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Institution emphasizes using computers in academic work	FY	3.05	3.30***	3.29***	3.32***
	SR	3.48	3.44	3.42	3.47
Experience has contributed to development in using computing and information technology	FY	2.66	2.97***	3.86**	3.01***
	SR	3.05	3.12	3.04	3.2

Table 4.2—NSSE 2007 comparison of responses to indicated questions regarding computer knowledge; 1=very little, 4=very much; *p <0.05, **p<0.01, *p<0.001**

Students whose focus is on computer science receive outstanding training at OWU. Teams of programmers compete among sister Ohio colleges as well as in national competitions including graduate institutions as well as PUIs. In 2000, the OWU programming team was the highest-ranking team from an undergraduate institution, placing 19th out of 104 institutions who participated in the Association for Computer Machinery (ACM) East Central Regional Programming Contest.

Another aspect of “symbolic languages” is their use in presenting quantitative data used in a full range of disciplines. The addition of the Quantitative Reasoning (Q) requirement was motivated by the desire to better address this aspect of our mission. The development of this requirement is described in the Introduction under Concern 5. The assessment of this requirement is described in Section 2C.

Ohio Wesleyan requires that students demonstrate competency in a foreign language at least at the second-semester college level. Competency is demonstrated through examination, having a language other than English as their first language or by successful completion of OWU coursework. Students may study Spanish, French, German, Latin, Classical Greek, Italian, Japanese, Russian, Chinese and Swahili, or they may make special arrangements to study other languages with proficient faculty. Our competency requirement puts us well ahead of our peer institutions in this area, as seen in NSSE data in Table 4.3 (6.8).

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Foreign language coursework	FY	0.60	0.27***	0.38***	0.22***
	SR	0.76	0.43***	0.65**	0.41***

Table 4.3—NSSE 2007 comparison of responses to the question, “Which of the following have you done or do you plan to do before you graduate from your institution?” 1=done; *p <0.05, **p<0.01, ***p<0.001

Providing specialized skills

Also in the second objective of the Statement of Aims is a goal for students to “build [...] the capacity [...] to employ the methods of different fields of inquiry.” This capacity, while taught to various extents in all courses, is often the focus of “methods” courses within majors, typically taken during students’ sophomore or junior years. Examples of these courses include: ECON 251—Research Methods in Economics, ENGL 150—Introduction to Literary Study, ENGL 380—Critical Methods, HIST 250—Historical Inquiry, PG 279—The Conduct of Political Inquiry, PSYC 210—Quantitative Methods, PSYC 310—Research Methods, SOAN 279—Methods of Social Research and a wide range of specialized methods courses for pre-service teachers in the Department of Education. The purpose of methods courses is two-fold: to prepare students for effective study in more advanced courses and to develop specific skills needed for careers in areas related to the major.

Ohio Wesleyan also attracts students who are looking to go on to graduate level studies. Our incoming students taking the CIRP survey reported similar interest in masters programs as students at other religious 4-year institutions of all types, selective or not. However, approximately 10% more of our students were interested in pursuing doctoral-level degrees compared to those at other institutions (6.3).

“I can say that Ohio Wesleyan’s acceptance rate at medical and dental schools is in excess of 80 percent, and that is well above the national average, which is approximately 50 percent. Our students apply to and are accepted at the most competitive professional schools in the nation, including such places as Johns Hopkins and Yale.”

*Nancy Murray, pre-medical/
pre-dental advisor*

Additional focused preparation for work and study beyond the undergraduate years is accomplished in advanced courses or experiences required within many major programs. These senior capstones take many forms: senior seminars, independent studies, research, portfolios, senior theses and senior projects. A chart of the capstones in each department is in Appendix E2. The percentage of graduates from 2004-08 who took one or more of these types of courses can be seen in Figure 4.3 (9.3).

Number of Advanced Courses Taken by 2005-2008 Graduates

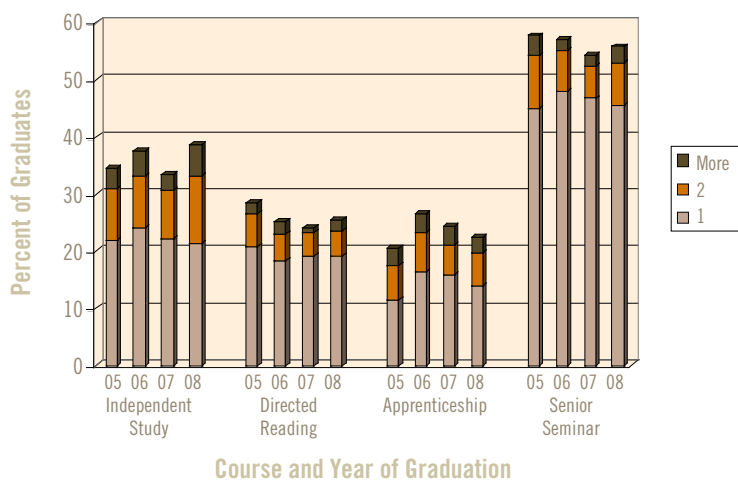


Figure 4.3—Results of a transcript study of graduates show the extent to which advanced courses are taken; some programs require advanced study, while others do not. “More” means as many as 5 independent studies, 17 directed readings, 6 apprenticeships or 6 senior seminars. Number of graduate for 2005-2008 were 400, 387, 370 and 360, respectively.

In these culminating experiences, students must draw on both the skills and knowledge gained through their undergraduate experience, particularly those learned within their majors. Many departments find these capstone courses to be an appropriate setting for assessing student learning within the major, as discussed in Section 3A.

While course work is central to the educational enterprise, out-of-class experiences provide context and relevance to the topics discussed in courses. Perhaps nowhere is this experiential learning more effectively accomplished than in the daily interactions of students on the Ohio Wesleyan campus. The presence of significant numbers of international students (9%) and U. S. minorities (9%) provides opportunities for all students to interact in significant ways with students of other cultures. Whether in the residence halls, classrooms, laboratories, in campus organizations, playing intramural sports or on spring break mission trips, students can learn firsthand about the places from which their fellow students come. The extent and impact of these interactions is documented by responses to NSSE, as discussed in Section 1B and shown in Table 1.1 (6.8).

The requirements for many majors include experiences that provide context and application of course work. These experiences may be study away, apprenticeships/intern-

“I knew I was prepared academically because of OWU, but because of the Philadelphia Center, I know I can believe in myself as a professional as well.”

Libby Spangler '07, Sociology/geology minor

ships or research. For example, students majoring in a foreign language, international studies, East Asian studies or international business must spend at least one semester abroad in a country appropriate for their particular foci. In the past decade, almost eight hundred Ohio Wesleyan students have studied off campus, both in U.S. programs and in other countries. This represents about 20% of Ohio Wesleyan students. The breakdown of participation by area can be seen in Table 4.4, and the country/city breakdown is available in Appendix E3 (7.8).

Location	Students
Europe	374
Domestic	297
Oceania	43
Asia	34
Other Americas	29
Africa	7
Total	784

Table 4.4—Number of OWU students who studied off-campus between Fall 1998 and Spring 2008

The Department of Zoology teaches a Tropical Biology course, which includes a spring break trip to a tropical location for research and learning. An intensive Island Biology course also is offered. The semester is spent learning about island environments in the context of the Galapagos. Students then experience up to three weeks during the summer exploring Ecuador and the Galapagos Islands.

Apprenticeships (commonly numbered 495 in the Catalog) are options for many majors: Botany-Microbiology, Economics, Economics-Management, Accounting, English, Fine Arts, Geography, Geology, History, Humanities-Classics, Journalism, Philosophy, Physical Education, Politics and Government, Psychology, Religion, Sociology/Anthropology, Theatre and Dance and Women’s and Gender Studies. Science majors have the opportunity to conduct research, either during the summer through the Summer Science Research Program or during the academic year for credit. Students who are in our education program spend many hours in classrooms within nearby public elementary and secondary schools observing and teaching in preparation for licensure.

Students also have many opportunities on campus to put their knowledge to work in practical settings. On-campus apprenticeships take many forms: writing articles and editing the student-operated newspaper, *The Transcript*; serving as prosecutors, defenders and judges for our Judicial Affairs system; collecting and editing works for campus literary magazines (the *Ohio Wesleyan Literary Magazine* and *Confiscated*); helping curate the Ross Art Museum and student gallery shows and tutoring, lab assisting or grading for introductory courses.

Ohio Wesleyan also has a formal program that allows students to apply for and obtain pre-professional, on-campus positions. The Student Assistantship Program (StAP) accepts position proposals from departments across campus. Appointments can vary in length and hours of employment, some lasting one semester, others two. Some students work only three hours per week and others six. Students are “salaried,” put in charge of projects and expected to carry out their responsibilities as regular employees would. During the 2008-09 academic year the StAP positions range from an Art Specialist for the Early Childhood Center to a Newsletter Editor for the Community Service Learning Center to a Scanning Electron Microscope Laboratory Student Liaison and a Fitness Center Assistant (<https://stap.owu.edu/>). The addition of the Legacy Internship Program in 2006 widens the opportunities for students to gain practical work experience on campus.

The Woltemade Center for Economics, Business and Entrepreneurship, established in 1985, provides numerous opportunities for students to engage in learning about and experiencing the world of business while still undergraduates. Speakers, scholarships, awards, internships, alumni mentoring and the investment club are all sponsored by the Woltemade Center. The Economics Management Fellows program is for a select group of incoming freshmen who have a strong academic background and a demonstrated interest in one of the fields of study offered in the Economics Department: Economics, Accounting, Economics Management or International Business.

These enriching educational experiences prepare Ohio Wesleyan students for life beyond the college classroom. Our students participate in these opportunities more often than their peers at other institutions. NSSE data related to these areas (for seniors) is shown in Table 4.5 (6.8). OWU internship and research experiences were significantly greater than for both selected peers and the entire NSSE 2007 group of participants.

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Practicum, internship, field experience, co-op experience or clinical assignment	SR	0.72	0.63*	0.66	0.53***
Work on research project with faculty outside of course or program requirements	SR	0.37	0.21***	0.29	0.19***

Table 4.5—NSSE 2007 responses to the question, “Which of the following have you done or do you plan to do before you graduate from your institution?”

1=done; * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The NSSE data are consistent with results from the senior exit interview, where about half the students indicated that they had done an apprenticeship or internship; about one-fourth of graduates studied off-campus for at least one semester while they were students at OWU.

“For the time period from 1995-2004, the latest decade for which we have figures, OWU ties for 15th among all liberal arts colleges in the number of student earning a PhD in economics. That’s all liberal arts colleges.”

Bob Gitter, economics professor

The final “proof” of the effectiveness of an Ohio Wesleyan education is in the path of our graduates. Figure 4.4 shows the post-graduate status of the roughly 40% who responded each year to a survey regarding their employment or graduate studies. Over the past several years, 98% of the respondents have been employed, in graduate school or both, with 83% reporting that they are engaged in a position in their field of choice (<http://careers.owu.edu/outcomesReports.html>).

Employment Status of OWU Alumni Sixteen Months After Graduation
(Career Services Surveys)

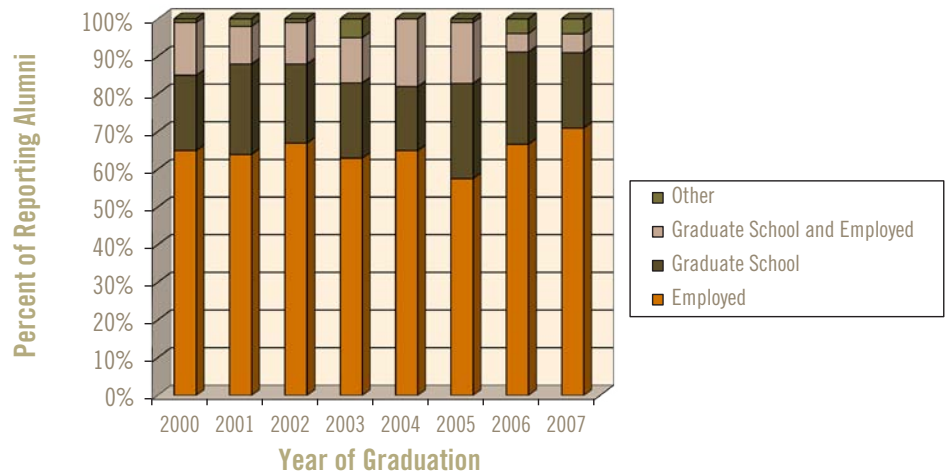


Figure 4.4—“Other” includes voluntary unemployment, volunteer work or travel

The Dehne Study indicated that Ohio Wesleyan is largely “invisible” to employers. Those employers who were familiar with our graduates characterized them as “quick learners, intelligent and hard working” (6.4). The Dehne results urged the University to concentrate efforts on increasing our visibility, noting the role that the Woltemade Center and Career Services could have in this process. Focused and increased communication efforts of the past several years are also helping on this front.

The Dehne Study also indicates that alumni are appreciative of their OWU educations: 92% felt that OWU was a positive influence in developing skills and habits used in their personal and professional lives; 94% felt that OWU taught them to write and speak effectively; 94% gained self-confidence while at the University (6.4). Further results are available in Appendix E4.

“My Ohio Wesleyan experience played a significant role in helping to define my direction. OWU provided me with the guidance and flexibility to develop important skills necessary to achieve success in my field.”

Evan Hirsche '86, President, National Wildlife Refuge Association, politics and government/English minor

D. Ohio Wesleyan provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly.

Policies

While encouraging responsible acquisition, discovery and application of knowledge is the preferred approach, setting policies against irresponsible behavior is also necessary to convey the seriousness and centrality of integrity in the academic enterprise. Formal policies and procedures at Ohio Wesleyan provide explicit guidelines, boundaries and consequences for students and faculty in these matters. The Academic Honesty policy, found in both the University Catalog and the Student Handbook, defines and gives examples of cheating, fabricating, facilitating academic dishonesty and plagiarism (2.1, 1.1, p. 21-25). It also clearly indicates the penalties for violating the policies and procedures.

Students receive specific training in ethical conduct of research and reporting in multiple settings. English 105, the Freshman Writing Seminar, provides first-year students with guidance on avoiding plagiarism. Workshops conducted by the library reinforce good documentation practices, especially for students who have exempted the Freshman Writing Seminar. Instructors provide guidelines for writing papers and work with students throughout the writing process in Writing Courses, providing multiple opportunities to address appropriate research and citation approaches. Methods courses, mentioned in Section 4C, address appropriate research techniques within the particular academic discipline. Laboratory courses include safety training appropriate to the subject. Science summer research students and faculty have a training session conducted by Ohio Wesleyan's OSHA officer the first week of the ten-week research program.

Research projects that involve animals or human subjects are reviewed by the Institutional Animal Care and Use Committee (IACUC) and the Institutional Review Board (IRB) respectively. IACUC procedures and practices are subject to spot inspections by the USDA. As mentioned in Section 1E, these internal bodies are informed by Ohio Wesleyan's membership in state and national organizations that focus on appropriate research protocols.

The Libraries and Information Services homepage has a link to an extensive discussion of copyright issues. When faculty post documents on electronic reserve, librarians help them gain permission for repeated use of copyrighted materials. The form used for requesting copies from Duplicating contains the statement, "Your signature indicates that you are aware of and have followed the University's policy regarding copyrighted materials." Use of the work of others on the University's Web pages is discussed on its Standards and Procedures page (<http://www.owu.edu/SnP/copyrightIssues.html>).

Supportive environment

Support for the acquisition, discovery and application of knowledge can be sustained and widespread at an institution when it is a central tenet of the mission. The Ohio Wesleyan Charter, granted in 1842, states that “the University is forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general.” In the spirit of this founding statement, the Board of Trustees and the faculty have adopted a joint statement on intellectual freedom and responsibility. This statement, found in the opening pages of the University Catalog, quotes declarations of the General Conference of the United Methodist Church and statements by the American Association of University Professors affirming environments that are conducive to free inquiry and free expression for both students and faculty (1.1, p.5). As the 1965 AAUP statement asserts, “The responsibility to secure and to respect general conditions conducive to the freedom to learn is shared by all members of the academic community. Students should endeavor to exercise their freedom with maturity and responsibility.”

In March 2008, the Five Colleges of Ohio Teagle group, studying the assessment of creative and critical thinking, conducted a survey of seniors and faculty members on three campuses: Kenyon, Ohio Wesleyan and Wooster (6.13). Among the questions that students answered were ones where they rated the extent to which various characteristics (viewed to be important for creative thinking) were present on their campuses. Ohio Wesleyan's results from this survey are shown in Table 4.6.

Characteristic	Faculty	Seniors
Challenge	4.95	5.19
Freedom	5.45	4.90
Idea Support	5.14	4.60
Trust/Openness	4.68	4.87
Dynamism/Liveliness	4.95	4.85
Playfulness/Humor	4.28	5.11
Debate	5.14	5.14
Risk Taking	3.86	4.20
Idea Time	3.82	4.29
Conflict	3.59	4.53
Supportive environment	4.68	4.96
Working in groups	4.73	4.97
Active models of creative thinking and acting	4.18	4.83
Assignments encourage independent problem-solving & risk-taking	4.50	4.82

Table 4.6—OWU faculty and seniors rated the extent to which each characteristic existed on their campus using the following rating scale:

1 = not at all; 2 = very little; 3 = little; 4 = moderately extensive; 5 = much; 6 = very much; 7 = extensively.

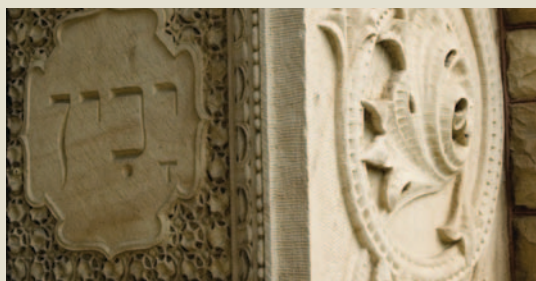
What is notable about these survey results is the extent to which all respondents found the campus to be supportive of creative thinking. While the faculty ratings were strong

(falling between “moderately extensive” and “much”), students rated many key characteristics significantly higher, indicating that they find their campus environment conducive to the type of learning and growth that our mission encourages.

Resources

While the campus atmosphere and campus policies encourage the extension of knowledge in a responsible fashion, the conduct of research by students and faculty could be further enhanced with additional resources in areas that most directly affect these pursuits. Libraries and Information Services (LIS) is both a storehouse and a conduit for published materials. Connections to other libraries in the Five Colleges of Ohio system (through CONSORT), as well as across the state of Ohio (through OhioLink) greatly increase the print and electronic resources available to students and faculty. Both the library and technology sides of LIS have significantly lower budgets and numbers of staff compared to peer institutions. Just as the ratio of students to faculty affects the quantity and quality of student-faculty interactions, so too does the number of students for each librarian or other academic support person. In the sciences, the ability to conduct research can be negatively affected by limited budgets for equipment and supplies. There was a 2% increase in the operating budget in 2007-08, and another 3% in 2008-09, but there had been 8 years without an increase in the operating budget prior to 2007.

Learning and research are not limited to students and faculty on a college campus. Staff members need the opportunity to grow professionally as well, both for their own benefit and to more effectively support the educational mission of the institution. In the Employee Survey, about 60% of administrators and faculty agreed that they had adequate opportunities for professional development, but only 32% of clerical staff and 46% of other hourly staff said that these opportunities were adequate (6.5). Likewise, financial constraints limit training and travel opportunities for staff across campus.



Conclusion

The education of an Ohio Wesleyan student is strengthened through a wide variety of programs. Utilizing every opportunity, both in the classroom and outside of it, our students, faculty, staff and alumni are strengthened to live and work in a diverse world. We maintain these programs through rigorous assessments and dedication to freedom and integrity in learning and inquiry.

Strengths

- Honors and awards recognizing exemplary students
- Lectures and special programs
- A variety of internships, apprenticeships and research
- Faculty support in continued learning
- Tuition-free program for employees
- Breadth and diversity of distribution requirements
- Self-designed majors, methods courses and capstones for focused study
- Out-of-class experiences supplementing the classroom
- Copyright law and OSHA guidelines instruction

Challenge

- Budget constraints for faculty, staff and programs



CHAPTER 5

CRITERION 5

Engagement and Service



Chapter 5 — Criterion 5: Engagement and Service

As called for by its mission, Ohio Wesleyan identifies its constituencies and serves them in ways both value.

Ohio Wesleyan was engaged in community service long before it was trendy. Our graduates in the early 1960s eagerly joined the newly constituted Peace Corps, recognizing the wonderful outlet for service. This altruism continues today in a wide variety of settings and with a wide range of constituencies.

A. Ohio Wesleyan learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Students

Ohio Wesleyan's most important constituency is its current students. Through these students we also develop other significant constituencies: alumni, parents and the community that our students and employees live in and serve. As an institution, we seek input from these constituencies to most effectively contribute to their needs.

We use a variety of mechanisms for learning from our constituencies. To gain broad perspectives we use surveys such as NSSE, Noel Levitz, the Dehne Study and, most recently, the Art & Science survey. The nature of these studies is described in the Introduction.

Surveys provide the landscape in which our institution functions, but as a small liberal arts college we desire the personal conversations that allow us to shape the more immediate surroundings to best meet the needs of the groups we serve. These conversations take place in many settings, but the ones most helpful in determining needs and appropriate directions occur between members of the Ohio Wesleyan community and a variety of representative groups.

By faculty action (1973), each department is required “to establish a Joint Faculty-Student Departmental Board” (3.13). That Board is charged with “conduct[ing] a continuing review of departmental policies and procedures including course offerings, major requirements, [and] allocation of special funds.” The student members of the Board “shall interview any and all candidates for faculty vacancies in the department,” and they “will follow established procedures for rating faculty members subject to review by the Faculty Personnel Committee” for promotion, tenure and merit. Other activities of the student board

vary from one department to the next. Such direct input from students was stipulated because “the faculty [. . .] recognizes that students, while not possessing expertise in the promulgation of academic affairs, are nonetheless expert in their own right as recipients and beneficiaries of such affairs.” At the departmental level, the Board provides valuable information for decision making that is most effective in enhancing students’ educational experiences. (Quotations are from Faculty Meeting Minutes of 24 May 1973.)

On a broader level, most faculty committees have student representatives as voting members. Students participate in discussions about curriculum, allocation of authorized faculty positions, recruitment of students, assessment of student learning, the status of women and intercollegiate athletics. Students also communicate with faculty and administration through WCSA (see Section 1D). The effectiveness of these avenues of communication can be seen in results. The Student Activities Center, off-campus food points and the BishopNet wireless network all were initially requested by students.

Students contribute in many other contexts, both in advisory and leadership capacities. For example, the Honors Student Board works with the co-chairs of the Honors Program to plan activities and encourage participation of honors students in activities. The Honors Board played a significant role in establishing the Honors Center, which opened in 2007. Further leadership opportunities occur through the Campus Programming Board, Student Involvement Office, New Student Orientation, Greek Life, SLUs and individual events. By leading these programs, students are able to grow and contribute to the campus community. Students take positions as club officers, Resident Assistants, SLU Moderators, Orientation Leaders, Fresh-X Leaders, etc. In many ways, this is a benefit of a residential campus, that students may support and guide one another in so many capacities.

Employees

The other internal constituency consists of Ohio Wesleyan employees. While the University’s primary purpose is to provide a first-class educational experience for our students, we also learn and grow professionally through our interactions with each other and with fellow professionals outside of Ohio Wesleyan. We have traditionally viewed Ohio Wesleyan as a family. As responsibilities increase and technology allows us to perform our roles in greater isolation, we spend less time face to face than we did in the past. Part of what could be lost with diminishing communication is the pulse of the campus.

Regular communication to and about campus members comes electronically through campus-wide e-mails, the electronic “OWU Bulletin,” the OWU Web site and the weekly electronic newsletter, “Connect2OWU” (5.10, 5.9, <http://bulletin.owu.edu>, www.owu.edu, <http://connect2owu.edu>).

Communication from employees to decision-making bodies must be sought more deliberately. When undertaking overarching tasks, we try to seek broad input from the members of our community. This goal was especially important in the selection of members of the Strategic Planning group and the Steering Committee for the Self-Study where representation from across campus was vital. The work of the Master Facilities Plan was presented at several open meetings, with beneficial comments coming from employees from many sectors of campus. Also, search committees for high-level administrators have broad representation in order to gain necessary insight and perspective.

Meeting the needs of our internal constituencies is vital to a strong and vibrant campus community. Communication from staff to faculty and administration occurs on a regular basis as the Vice President for Finance and Administration and a representative from the faculty are part of the Clerical Council and a faculty member is part of the Wage Council.

Alumni

Moving beyond the current campus community, another significant constituency that Ohio Wesleyan serves is its alumni. The Alumni Relations Office works closely with the Alumni Board to maintain the strong connection between Ohio Wesleyan and our former students. With two dozen members spanning 42 years of graduating classes, the Alumni Board is broadly representative of the graduates of the institution. The Alumni Board President attends all regular meetings of the Board of Trustees, providing additional connection and communication between alumni and the organizational and decision-making side of the University.

In the Dehne Study, 90% of alumni respondents rated the quality of their Ohio Wesleyan education as “above average” or “outstanding”; 85% described their current attitude toward OWU as “positive” or “very positive”; 88% said that the amount of material they receive from the institution is “about right.” Yet many of those surveyed were unaware of improvements in the University, of our national ranking and of how we compare with other colleges. Most (78%) alumni think of OWU as a “traditional liberal arts college” as opposed to a “small comprehensive university” (20%). (Faculty also tend to view OWU as a liberal arts college even though we are more appropriately categorized, as per the Carnegie classifications, as a small comprehensive university.) Just over half the alumni interviewed had attended a reunion and 63% contribute to the University either “annually” or “occasionally” (6.4).



When asked about the most effective ways that the University could establish a bond with graduates, the respondents to the Dehne Survey ranked quite highly the idea of establishing a system for students and alumni to network for jobs. Two important means of such networking have been developed since 2002. One is an informal gathering time called “Munch and Mingle,” held in the fall semester when the Alumni Board is in town. This event is sponsored by OWU’s Alumni Board of Directors, Alumni Relations Office and Career Services and is well-attended by both students and alumni. Another networking opportunity is VCAN, the Volunteer Career Assistance Network, which allows alumni to register and make themselves available as a resource for students who are looking for guidance on entering the job market. This network, recently renamed OWUnet, will be enhanced in 2008-09 through a more accessible Web site and other improvements (<http://www.owualumni.com/authenticate.htm>).

Community

Yet another significant constituency is the “local” community. “Local” often means the city of Delaware, but in a number of cases “local” extends to Columbus. During spring break week our locale broadens as members of the Ohio Wesleyan community travel to locations around the country and around the world for a week of engaging with other communities. The connections to these “local” communities are as varied as the communities themselves.

Many of the programs in and around Delaware are coordinated through the Community Service Learning Office and the working relationships that this office has developed over the years. Some of these programs are described in Section 5B. The Chaplain’s Office makes concerted efforts to connect students to local churches, inviting representatives from many congregations to a campus service the Sunday before classes begin. Each church is able to introduce itself to interested students and advertise its programs and services. The Chaplain’s Office also coordinates the spring break experiences, which are described in Section 5B. Similarly, OWU’s connections with the Coalition for Christian Outreach allow chaplaincy staff to lead wilderness trips to California, Tennessee, Utah, Florida, the Carolinas and elsewhere throughout the year, teaching safe and environmentally friendly wilderness practices along the way. In this way, nature becomes a constituency of Ohio Wesleyan. Beyond these staff-led efforts are student-led clubs and organizations such as Circle K International, that reach into the community on a regular basis. These efforts extend internationally, including Books for Africa, which collects textbooks for re-use, and the Student Initiative for International Development (SIID), which raises funds to support microfinance in developing countries (starting in Uganda). Philanthropic endeavors are an established part of the Greek community as well; each fraternity and sorority adopts projects to benefit the Delaware community. These projects include tutoring, blood drives, Adopt-a-Highway, clothing and food drives for local shelters and Easter egg hunts.

While long-standing relationships exist for service to our communities, new opportunities arise each year, often through the work of an individual student, staff member

“There are a lot of ways to be involved with service in the Greek community. Our work shows that we’re about more than just parties and social gatherings. We want to give back to the community.”

Jennifer Dixon '04, philanthropy chair on Panhellenic Council

or faculty member. As these new opportunities are explored with community partners, they may become part of the wealth of service areas that are available to Ohio Wesleyan students, staff and faculty. Information about the variety of service venues can be found on the Community Service Learning home page and in their newsletter, *Opportunity Knocks* (5.11, <http://service.owu.edu/agencies.html>, <http://service.owu.edu/newsletter.html>). Having established links to community offices, whether through the Community Service Office, the Chaplain's Office, Greek Life or individuals, keeps the campus aware of opportunities and needs in the communities we seek to serve.

Part of proper communication between campus and community lies in cultivating long-standing partnerships. Over the years, solid partnerships have been formed that enhance the quality of life and education, both on campus and in the community. Examples include The Columbus Initiative, which has engaged OWU students in substantive tutoring and mentoring relationships with inner-city children for the past twenty years. Community partnerships for service learning in the Delaware area include non-profit organizations and county offices such as Big Brothers Big Sisters, Delaware County Juvenile Court, Victims Services, HelpLine, Habitat for Humanity, the Delaware General Health District, the Delaware City Schools, Turning Point Domestic Violence Shelter, the American Red Cross of Delaware County, the Humane Society of Delaware County, Stratford Ecological Center, Grady Memorial Hospital, People In Need, Andrews House, the Council for Older Adults, Connections Community Volunteer Center and Preservation Parks of Delaware County. Other campus/community partnerships geared more toward visionary city/county planning and healthy economic development include the Delaware Area Chamber of Commerce and the Main Street Delaware organization. In addition to these, many Ohio Wesleyan faculty, emeriti, alumni, administrators and staff serve on local boards and as volunteers for the organizations listed above and many, many more.

While we have many connections to organizations in the local community, we have no formal structure in place for connecting to individual members of the Delaware community. Community members are welcome to attend campus-wide events, and announcement of these events through *The Delaware Gazette* is common. Communication at this level is mostly from Ohio Wesleyan to the individuals of the community. We have no established means for communication from community members to Ohio Wesleyan. While informal communication may occur through Ohio Wesleyan faculty and staff who live in the local community, an invitation to share thoughts and ideas about the OWU-Delaware connection might be of value to both groups.



B. Ohio Wesleyan has the capacity and the commitment to engage with its identified constituencies and communities.

The ethos at Ohio Wesleyan can be described as giving, caring and promoting the common good, qualities that stem from the Methodist tradition. As one of our Steering Committee members aptly expressed, “We truly do provide exceptional services for our students in almost every aspect of college life. We offer academic support services; mental health and physical health services; a wide variety of social events, clubs and student organizations; cultural, performing and visual arts; as well as a plethora of sporting events (both varsity and intramural) and substantial facilities for physical training and recreational activities. We also strive to meet students’ spiritual needs by providing a supportive environment for all faith traditions and world religions. If this holistic approach falls short in any area, I have personally witnessed strong efforts over the years to make changes to better meet the needs of our ever-changing constituency.”

Students

At Ohio Wesleyan, nearly 80% of the student body participates in athletics at the varsity, club or intramural level. One in four of our students is a varsity athlete, compared to the NCAA Division III average of 15%. Eleven varsity sports are available for men and eleven for women. OWU also has twelve intramural and ten club sports. A list of these is in Appendix F1. The OWU Battling Bishops play in the North Coast Athletic Conference (NCAC) against teams from similar institutions. The national visibility of several of the teams, notably men’s soccer, men’s lacrosse and women’s soccer, has attracted dedicated athletes from around the country. In both 2007 and 2008, Ohio Wesleyan won the All-Sports title for the NCAC, giving us eight of these titles in the 24-year history of the NCAC. In 2007-08, nineteen of the twenty-three varsity programs finished in the top five in NCAC play, with six teams winning NCAC titles. Nine teams represented the University in NCAA Division III national tournament play as well. Of course, this is not unusual. Ohio Wesleyan athletes have been All-Americans or Academic All-Americans 181 times in the past decade. In addition, our coaches have earned six Coach of the Year awards. OWU teams also have achieved NCAC conference titles 106 times since 1984. Highlights since 2000 are available at <http://bishops.owu.edu/hist8.html>.

Athletics provides many benefits to our students: a sense of belonging, a chance to balance physical and mental work, setting and meeting physical performance goals that benefit all of life, developing self-discipline through practice and study tables, competing at the college level and mentoring from coaches and teammates. The NCAA Division III rules allow our athletes the opportunity to participate in sports while keeping their primary focus on academics, an excellent balance.

“Our players have rigid schedules they must stick to and they don’t want to let each other down academically or on the court. There’s a team GPA that they work hard to achieve.”

Cyndi Holliday, Senior Women’s Administrator and Head Volleyball Coach

Beyond athletics, many campus offices focus on engaging and assisting students outside the classroom:

- Division of Student Affairs
- Student Involvement (Student Activities, Orientation, Greek Affairs and Leadership)
- Residential Life
- Public Safety
- Chaplain's Office
- Community Service Learning
- Career Services
- Counseling Services (University psychologist, Women's Resource Center, GLBT Resource Center)
- Wellness Center (Health Center and Fitness Center)
- Sagan Resource Center (Writing Center, Quantitative Skills Center, Learning Specialist, and Academic Skills Center)
- Minority Student Services
- International Student Services

While some of these services focus on needs of individual students, many of the offices work in concert with student organizations to provide the enriching experiences that make a residential college a place to mature the whole person. For example, the Multicultural Student Services Office coordinates with Black Men of the Future, Rafiki Wa Africa, Sisters United, S.U.B.A. (Student Union on Black Awareness), the House of Black Culture, VIVA and Sangam. The International Student Services Office coordinates programming with Horizons International, various cultural groups and the International House.

Ohio Wesleyan students participate in co-curricular activities to a much greater extent than students from all other groups of institutions to which we compared ourselves in the NSSE study (6.8). Results showed substantially more hours spent on co-curricular activities by both first year students and seniors than for any of our comparison groups (see Table 5.1). Careful note should be made that Ohio Wesleyan students also reported spending more time preparing for classes than peers at other institutions (see Table 3.1).

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.94	2.55***	2.64*	2.24***
	SR	3.59	2.34***	2.67***	2.07***

Table 5.1—NSSE 2007 answers to the question, “About how many hours do you spend during a typical 7-day week doing each of the following?” 2=1-5 hours/week, 3=6-10 hours/week, 4=11-15; *p <0.05, **p<0.01, ***p<0.001

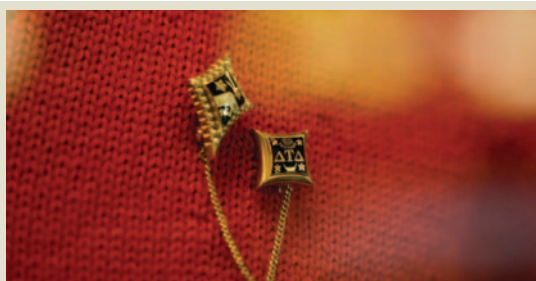
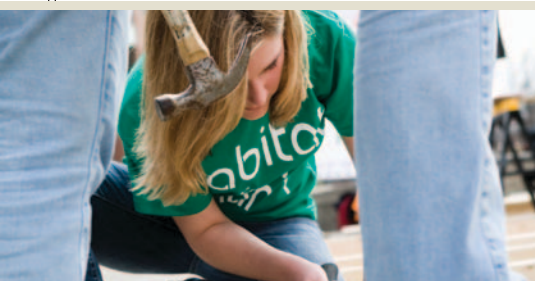
A University-wide program of engagement and service focuses on the health and fitness of Ohio Wesleyan community members. FitOWU provides health screening, fitness train-

ing, exercise groups and a Weight Watchers group (7.21). Since these programs engage employees and students, they encourage collegiality, activity and accountability. The program is an excellent example of a system that benefits all concerned: staff, faculty, administration, their families and students. Each semester, between 100 and 120 participants benefit from the information on making healthy choices and the training in a variety of physical exercises. The program helps interested parties connect with each other for systematic exercise and accountability, often at the noon hour. In the past 5 years, nearly 50 student trainers have benefited from the opportunity to apply their classroom knowledge in a real-world yet convenient setting.

While we are successful in engaging our internal community in a variety of ways, we have areas that can be strengthened, especially as students we serve arrive on campus with increasingly significant needs. Consistent with trends around the country, Ohio Wesleyan has more students enrolling who have serious needs that affect their educational and social experiences while on campus. Whether these challenges are financial, physical, emotional or psychological, we as an institution need to assist students in dealing effectively with the issues that face them. We have resources available in the Counseling Center, Wellness Center, Sagan Academic Resource Center and the Dean of First Year Students' office; however, personnel and services are stretched thin as they work hard to provide timely attention to an increasing number of students with special needs.

Other areas that are currently identified as needing additional attention to better serve the extra-curricular needs of our students are intramural sports and residential facilities. The Athletic Director and Vice President of Student Affairs would like to see additional staffing to expand intramural opportunities. As is true across campus, in academic as well as extra-curricular areas, financial resources to expand existing programs or add new programs are limited, so many deserving options remain on the "to do" list longer than we would like.

Much-needed attention to the residential side of campus is now underway through the Campus Master Plan. With the newest residence hall now forty years old, significant renovation and new construction are needed. In addition to traditional residence halls, nine Small Living Units (SLUs) provide themed living for students (<http://reslife.owu.edu/smallLivingUnits.html>). The opportunity for ownership of the programs of these units, as well as the uniqueness of the residences, is highly engaging for students. SLUs are located in old homes in the campus neighborhood. Each year groups apply for a house



centered on a common focus and associated programming. While the existing SLUs are in great demand, the facilities themselves are in need of significant repair and, in many cases, reconstruction. The Master Facilities plan also allows for improvements in indoor and outdoor athletic and recreational spaces.

Volunteerism

Service beyond the walls of the institution is a long-standing tradition at Ohio Wesleyan, not a recently discovered concept. As we state in the Introduction to our Catalog, “The University Chaplain provides support for all denominations and coordinates an active program of social action and community service. Known early in its history as the ‘West Point of Missions’ because of the number of graduates who served abroad as missionaries, Ohio Wesleyan later was recognized for the number of alumni who served as Peace Corps volunteers. Today, that same commitment to serving society manifests itself in the activities of our students, an extraordinary percentage of whom participate in volunteerism and philanthropic initiatives” (1.1, p.2).

The historical involvement of alumni in volunteerism continues as well. In addition to graduates who choose service professions, such as teaching (including Teach for America), social work (including Peace Corps and AmeriCorps) and ministry, alumni in all walks of life spend more hours per year on volunteer activities than other college graduates. A 2003-04 study conducted by a student as part of a class project in Economics surveyed 500 randomly chosen Ohio Wesleyan alumni to ask about their volunteering (6.15). The data collected were compared to figures from a similar study conducted by the Bureau of Labor Statistics. Results of the survey are shown in Table 5.2.

	Percent of Population that Volunteered	Median Annual Hours
OWU Graduates	80.7	100
All College Graduates	45.6	60
Total Population	28.8	52

Table 5.2—A comparison in the volunteerism of OWU alumni and other groups; OWU data from a 2003-04 survey, other data from the Bureau of Labor Statistics

Ohio Wesleyan alumni volunteer at almost twice the rate of other college graduates and nearly three times the rate of the total population. The median number of hours per year spent on volunteer activities was also significantly higher than the other groups. For example, 43% of Ohio Wesleyan alumni spent between 100 and 499 hours volunteering between September 2002 and September 2003.

“In the service I do, I’m actually learning things I can use in life. Tutoring has taught me so much about myself. Tutoring and other service projects such as Habitat for Humanity helped me learn about life and people. I can’t imagine another day of my life without being involved in some way.”

Al Conley '99, Elementary education

Students engage with the Delaware and Columbus communities through service learning opportunities. A sampling of these activities is listed below:

- The Columbus Initiative—where students serve as tutors and role models for inner city children at Linden Elementary School in Columbus.
- Buckeye Valley Reads—where students make a difference for 3rd graders in rural Delaware County who need one-on-one help with their reading skills.
- After School Tutoring Programs—a partnership program with 21st Century Learning Centers, Big Brothers Big Sisters and the Delaware County Literacy Coalition where students provide academic support, mentoring and role-modeling for children who attend the after-school programs at a variety of elementary schools in Delaware.
- Service Fair & Community Service Round Table—where students become part of an ongoing network with community agency representatives who meet twice each semester to talk about upcoming events, current volunteer needs and opportunities for service-related internships.
- LEAD—the Language Exchange Alliance of Delaware that pairs Spanish majors and minors with members of the Delaware Hispanic/Latino community for one-on-one language exchanges.
- Latino Outreach—begun by a former OWU student, where a student-led campus/community collaboration provides support for Delaware Latino families through translation services, ESL tutoring and other outreach activities.
- Willis Big Brothers & Big Sisters—a two-hour-a-week school-based mentoring program at the local middle school.
- Spring Break Mission Week and Summer Mission Program—where students respectfully experience other cultures with thoughtful emphasis on servant leadership, social justice, spirituality and community service. All of the projects are student-initiated, faculty/staff advised and require extensive year-long preparation, including fundraising. Recent mission teams have gone to Ireland, Appalachia, South Dakota, Washington, D.C., El Salvador, New Orleans and the Texas/Mexico border (7.15). In Spring 2009, the goal is to include approximately 10% of the student body in alternative spring break teams (mission or wilderness). Past numbers are in Appendix F2.
- Habitat for Humanity—the first Habitat chapter in Delaware County, founded at Ohio Wesleyan. Today the OWU chapter coordinates with the Delaware chapter of Habitat to build homes in the community.

Ohio Wesleyan employees also contribute to the community beyond whatever personal involvement they have outside of work. Members of the Clerical Council partner with People in Need to adopt local families at Christmas, providing food and gifts. Ohio Wesleyan conducts an annual campaign to encourage employees to contribute to the United Way of Delaware County through payroll deductions.

Employees participate in volunteer events as well; Spring Break Mission Teams have had faculty/staff team members from the coaching staff, the chaplain's staff, student services, various academic departments and public safety. One year a group consisting solely of faculty and staff assembled their own team and traveled to the Houma nation in Louisiana to help with Hurricane Katrina relief.

“It has been an extremely rewarding experience. I almost feel guilty because I am learning so much more from them than they are from me. I know more about Mexican culture and have never been more confident in my Spanish thanks to them.”

Jordan Swisher, '07, Spanish major working with LEAD

Engaging OWU's constituencies

The wide variety of existing programs and activities demonstrate Ohio Wesleyan's capacity and commitment to engage both our internal and external constituencies. Employees can attend the wide array of campus events: speakers, theater productions, art exhibits, concerts and sporting events. Some events are planned solely for the benefit of employees, such as the President's beginning-of-the-year picnic, a Christmas party at the President's house and a campus-wide lunch the day after graduation to thank all employees for their year of hard work. A few weeks later, the "Spring Fling" provides food, beverages, games and raffle prizes for OWU employees and their families during an afternoon and evening of fun in the gymnasium and field house.

For alumni, we have annual reunion events highlighting classes celebrating reunions of decades or half-decades. Homecoming in the fall is a time for alumni as well as parents of current students to visit campus. Athletes in particular connect with their alma mater during Homecoming through the "W Association." Homecoming events include induction of star athletes from the past into the University's Hall of Fame as well as fifty-year reunions of teams such as football, soccer and lacrosse. Many fraternities and sororities use Homecoming Weekend as a time to welcome back their alumni brothers and sisters (7.16). Throughout the year, the Alumni Office sponsors events around the country. One of the most popular is the "Snow Ball" held in January in Cleveland. Educational trips around the world also are sponsored by the Alumni Office and supported by faculty participation. Alumni reciprocate by acting as resources for students seeking internships and post-graduate employment.

Community

At the organizational level, Ohio Wesleyan partners with the Delaware community in a variety of ways. Campus facilities are available for use by organizations and members of the Delaware community. Gray Chapel is used for concerts by the Central Ohio Symphony and for graduation ceremonies of regional high schools. Phillips Glen is used for the Fourth of July concert and fireworks. The Benes Rooms in the Hamilton-Williams Campus Center are used for dinners, receptions, high school proms, lectures and meetings. Athletic facilities are available for community members through a University Athletic Club membership. Residence halls and campus facilities (especially outdoor venues) are used by academic programs, sports camps and marching bands from central Ohio during the summer months (see Section 5C).

Residents of Delaware are invited to attend Ohio Wesleyan sporting events without charge on Community Days. Added events planned around these special occasions enhance the connection between town and gown. Retired residents of Delaware may audit classes at the University free of charge.

Ohio Wesleyan shares Delaware's commitment to preserving the historic landmarks in downtown Delaware. Because of this commitment and Ohio Wesleyan's role as a leader in the community, an anonymous donor gave the University title to the building housing

"Community Day gives us an opportunity to reach out and thank those who support our activities throughout the year. It's also a day for Ohio Wesleyan to open its gates to the surrounding community and encourage more interaction between the University and its neighbors."

Roger Ingles, Director of Athletics

the historic movie theatre, the Strand, as well as funds to keep the theatre operating for a three-year transition period. Working in concert with interested Delaware constituencies, Ohio Wesleyan has transferred the Strand property and the theatre business to the non-profit Strand Theatre and Cultural Arts Association, Inc. with an independent board to oversee the continued operation of the theater and the real estate connected to the theatre structure. The 15-member board consists of community members as well as faculty and administrators from the University. OWU has the authority to appoint eight members of that board (7.22).

There are also a number of classes that have undertaken projects to serve the community. Geology/Geography students helped lay plans for bicycle trails around Delaware and studied and advised the city on the best location for new water wells. Economics/Management students helped with a Fair Trade store downtown. Zoology students study nearby amphibian habitats in efforts to encourage their protection. Sociology students can intern with the Delaware County Juvenile Justice System. These kinds of projects benefit both students and the community.

For seventy-five years Perkins Observatory has opened its doors to the central Ohio community for regular public programs and observing sessions. Once home to the world's third largest telescope, Perkins now boasts the second largest telescope in the state of Ohio. The observatory director and his staff conduct roughly 300 public programs each year for public and private groups (7.17). In addition to the 32-inch reflecting telescope, the observatory has smaller telescopes and numerous astronomical displays that supplement the talks given as part of the programs.

C. Ohio Wesleyan demonstrates its responsiveness to those constituencies that depend on it for service.

An organization's ability to respond to its constituencies depends on planning, resources, commitment and availability. In some situations, response also depends crucially on time. Ohio Wesleyan responds thoughtfully and effectively in a wide array of areas. The areas highlighted here are beyond the internal educational mission of the institution.

When the unforeseen happens, timely and appropriate response is vital. Perhaps no better example exists in recent memory than Ohio Wesleyan's response on September 11, 2001. Within hours of the attacks on the World Trade Center, the Chaplain's Office had organized a noon service, held in Gray Chapel, in which the Christian, Jewish and Muslim student leaders read selections from their respective scriptures and prayers were offered for all those impacted by the tragedy. In addition, the Dean of Students, Counseling Services, professors and the Student Health and Residential Life Offices, among others, offered support and services to all students no matter how they were affected by the news. Because

"The response has been really great so far. There are lots of ways of coping with this, but it's nice to know we can count on the OWU community."

Charini Perera '05, from Sri Lanka, on Against the Tide relief efforts after 2004 tsunami, including panel discussions, an informational session and fundraising in excess of \$1,500

of measures that day and in the months that followed, there were few, if any, incidents of intolerance or hatred toward minority students. Given our significant international student population and large Muslim sector, this pulling together was significant and crucial.

Other more immediate emergencies occur periodically, often involving the death of a campus community member. The same support mechanisms that came together on 9/11 step up when tragedy strikes nearer to home.

After the April 2007 shootings at Virginia Tech, Ohio Wesleyan developed emergency procedures in the event of a crisis on our campus. Included in this plan was the implementation of a Connect-ED system of notification for all students and employees. This system is used in the case of severe weather warnings, fire or a dangerous situation on campus. All members of the Ohio Wesleyan community are requested to enroll in Connect-ED by providing multiple means of communication (office phone, cell phone, e-mail, texting). The system is tested regularly. In the time it has been operational, Connect-ED has been useful in notifying students of possible power outages.

A less serious example of the responsiveness of the Ohio Wesleyan community came in March 2008, when a record-setting snowfall came as spring break was about to begin. Many students were delayed in their travel plans, including many of the spring break mission teams. Ohio Wesleyan employees stepped in to keep residence halls open and food service operating without prior notice so that students were able to remain on campus until they were able to travel.

While responsiveness to emergencies is important, attention to the day-to-day concerns of students is at least as critical. When asked what five things they would like to see changed at OWU, students in Spring 2006 listed most often food and housing. A summary of their responses can be found in Appendix F3 and the particulars of their responses are available in the resource room (6.12). The University addressed many of the smaller items on this list immediately (*e.g.*, renovation of Smith Dining Hall). Some other, larger concerns have been dealt with or are in the process of improvement. Most notable are the developing plans for significant renovation and construction on the residential side of campus.

Education beyond our students

Responsiveness to our external constituencies is deliberate and intentional. Much of what is done at Ohio Wesleyan stems from a desire to increase learning opportunities for people of all ages. In addition to programs mentioned in Section 5B, Ohio Wesleyan has long-established, University-run educational venues.

The Early Childhood Center provides daytime childcare and educational opportunities for preschool children. Children of faculty and staff as well as community members partici-

pate in the program. Ohio Wesleyan education and psychology students gain valuable teaching experience through the center, which also functions as a learning lab for them.

Ohio Wesleyan education majors benefit from classroom experiences in local schools (in Delaware and surrounding counties), both observing and teaching. By bringing the latest educational methods to these classrooms, the pre-professional teachers also provide service to the classrooms in which they teach. Ohio Wesleyan faculty members also have offered a variety of summer workshops for in-service teachers throughout the years. Between sending our students to public schools and inviting public school children to the OWU campus for field trips and as a guest classroom, an additional bond is formed between the University and the community.

Several summer educational opportunities are provided on campus for pre-college students. Ohio Wesleyan University and the Junior League of Columbus have cooperated for more than a quarter-century to provide OWJL, a week-long summer camp for gifted middle-school students. For more than 40 years Ohio Wesleyan has been home to an Upward Bound program for high school freshmen and sophomores from targeted schools in the area. Finally, Ohio Wesleyan has conducted many science camps during the summer. In recent years, science faculty have taught a mixture of under-represented and majority students in a one- or two-week program called SLEUTHS.

Summer also provides the opportunity for Ohio Wesleyan faculty to mentor undergraduates from other colleges and universities in research through a National Science Foundation grant. The Departments of Physics/Astronomy and Mathematics and Computer Science received a three-year Research Experience for Undergraduates and Teachers (REU and RET) grant. The departments try to select individuals to participate who are either early in their college experience or who have fewer opportunities for research.

Ohio Wesleyan has arrangements with six engineering schools for 3-2 or dual-degree engineering programs. Of the six schools, students from Ohio Wesleyan have attended Caltech, Case Western Reserve, Rensselaer and Washington University in St. Louis. The program is mutually beneficial. OWU students are able to receive a liberal arts education as well as specific engineering training. The cooperating schools receive well-prepared and successful undergraduates for their programs.

Austin Manor, an inter-generational residence, houses students, retired members of the community, emeriti, faculty members and other working persons. The former residence hall has gathering spaces for the multiple generations to use. A few apartments are available for short-term use by speakers or visitors to campus. This unique facility was highlighted in the January/February 2008 issue of AARP magazine.

College consortia

Ohio Wesleyan belongs to several groups of similar institutions which provide collective resources for accomplishing our institutional mission. The smallest and most active

of Ohio Wesleyan's partnerships is with four other liberal arts colleges in Ohio: Denison University, Kenyon College, Oberlin College and The College of Wooster. The Five Colleges of Ohio grew out of Pew grants for the sciences held by these five colleges and three colleges in the Carolinas in the 1980s and early 1990s and Mellon grants in the 1990s, with formal incorporation in 1995. The Five Colleges (often referred to as the "Ohio Five") share resources, ideas and grants. Their academic administrators meet on a regular basis. The libraries' resources are shared through a common online catalog known as CONSORT. Four of the colleges currently are sharing a Teagle Grant for assessing creative and critical thinking, especially in a liberal arts context, as described in Section 2C. The colleges also have sponsored joint courses such as Arabic; our language computer lab is a result of a joint grant; we have joint licensing agreements for computer software and the colleges cooperate on training of personnel (4.21).

The Great Lakes Colleges Association (GLCA), described in the Introduction, provides opportunities for meetings of personnel with similar responsibilities at the twelve participating colleges to share ideas. Topical groups can hold meetings that are funded by the GLCA. Many workshops on faculty leadership have been conducted by the GLCA leadership in the last four years. The GLCA colleges have a tuition remission agreement whereby children of employees can attend other GLCA schools with a greatly reduced tuition (about 10% of the full-pay rate).

A bond exists between the GLCA and the Associated Colleges of the Midwest (ACM), which are largely located in Illinois, Iowa, Minnesota and Wisconsin. The ACM provides a broader comparison group when needed. Off-campus study opportunities also are shared with other ACM as well as GLCA colleges.

While we connect with many outside constituencies, often in mutually beneficial ways, we have opportunities to strengthen those connections and to be more responsive. One suggestion for increasing the connections to our alumni is the addition of an elder hostel, where alumni could visit campus for a longer period than during Alumni Weekend. An extended stay would allow alumni to connect with students and faculty, attend lectures, concerts, theater productions and benefit in other ways from Ohio Wesleyan activities. Another idea that has been discussed is making more deliberate connections with parents. Initial connections are formed during StART OWU and Fall orientation, but other activities designed for parents are lacking.



D. Internal and external constituencies value the services Ohio Wesleyan provides.

Internal constituency

Ohio Wesleyan's primary internal constituency, our students, expresses its appreciation for the college experience in many ways. Results from the NSSE are most readily compared with other institutions. In the area of relationships, our students found their fellow students and faculty members to be supportive and helpful to a somewhat higher degree than students at other institutions. Their characterization of relationships with administrative personnel and offices was not as positive, however (6.8).

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Other students	FY	5.72	5.70	5.69	5.53*
	SR	5.91	5.73	5.76	5.62**
Faculty members	FY	5.48	5.49	5.58	5.19**
	SR	5.84	5.66	5.86	5.41***
Administrative personnel and offices	FY	4.83	4.86	4.87	4.64
	SR	4.25	4.64	4.67**	4.54

Table 5.3—NSSE 2007 results for question regarding the “quality of your relationships with people at your institution”; 1=unfriendly, unavailable or unhelpful, 7=friendly, available or helpful; * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The NSSE results for “Institutional Environment” indicate that we are comparable with or above other institutions in providing support for academic success and emphasizing attendance at campus events and activities. Our first-year students find us somewhat below our select and Carnegie peers in the area of providing support to allow them to thrive socially. These results are presented in Table 5.4.

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
Providing the support you need to help you succeed academically	FY	3.17	3.17	3.20	3.02*
	SR	3.17	3.03*	3.14	2.87**
Providing the support you need to thrive socially	FY	2.33	2.48*	2.51**	2.41
	SR	2.18	2.25	2.31	2.17
Attending campus events and activities	FY	2.92	2.91	3.04	2.79*
	SR	2.96	2.68***	2.91	2.58***

Table 5.4—NSSE 2007 results to the question, “To what extent does your institution emphasize each of the following?”; 1=very little, 4=very much; * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Perhaps the most interesting and informative data from NSSE related to the value of our services to students are found in the section on “Educational and Personal Growth.” Sixteen areas were surveyed; OWU students showed a positive difference in every category concerning our students’ perceptions of the extent to which the institution had contributed to their development between the first-year and senior responses. Fourteen of the sixteen areas showed a significantly greater difference than seen at other institutions. In some of these areas, first-year students’ responses were lower than other institutions while the senior responses were comparable. In other areas the first-year responses were comparable to students at other institutions and the senior responses were significantly higher. See Table 5.5 and Figure 5.1 for details.

		OWU	Selected Peers	Carnegie Peers	NSSE 2007
1- Acquiring a broad general education	FY	3.20	3.22	3.28	3.13
	SR	3.62	3.33***	3.48*	3.24***
2- Acquiring job or work-related knowledge & skills	FY	2.66	2.87**	2.73	2.73
	SR	2.91	3.08*	2.93	3.02
3- Writing clearly and effectively	FY	2.85	3.07***	3.14***	2.95
	SR	3.20	3.15	3.29	3.06
4- Speaking clearly and effectively	FY	2.49	2.84***	2.87***	2.76***
	SR	2.89	3.05	3.14**	2.95
5- Thinking critically and analytically	FY	3.13	3.29**	3.31**	3.17
	SR	3.47	3.41	3.49	3.33*
6- Analyzing quantitative problems	FY	2.76	2.95**	2.85	2.89*
	SR	3.01	3.05	3.01	3.04
7- Using computing and information technology	FY	2.66	2.97***	2.86**	3.01***
	SR	3.05	3.12	3.04	3.20
8- Working effectively with others	FY	2.67	3.02***	2.99***	2.93***
	SR	3.11	3.21	3.21	3.12
9- Voting in local, state or national elections	FY	1.77	1.95*	2.06***	2.05***
	SR	2.32	2.00**	2.21	2.06**
10- Learning effectively on your own	FY	2.81	2.90	2.95*	2.88
	SR	3.16	3.02	3.15	3.00*
11- Understanding yourself	FY	2.62	2.78*	2.87**	2.73
	SR	3.18	2.90**	3.04	2.78***
12- Understanding people of other racial and ethnic backgrounds	FY	2.58	2.62	2.64	2.61
	SR	2.89	2.60***	2.64**	2.59***
13- Solving complex real-world problems	FY	2.53	2.66	2.65	2.62
	SR	2.90	2.78	2.76	2.74
14- Developing a personal code of values & ethics	FY	2.51	2.74**	2.77***	2.62
	SR	2.86	2.83	2.89	2.66*
15- Contributing to the welfare of your community	FY	2.36	2.55**	2.60***	2.39
	SR	2.61	2.59	2.70	2.43*
16- Developing a deepened sense of spirituality	FY	1.92	2.30***	2.22***	2.08*
	SR	2.07	2.19	2.15	1.92

Table 5.5—NSSE question “To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?”; 1=very little, 4=very much; *p <0.05, **p<0.01, ***p<0.001

Difference in Perception of Educational and Personal Growth Between Freshmen and Seniors

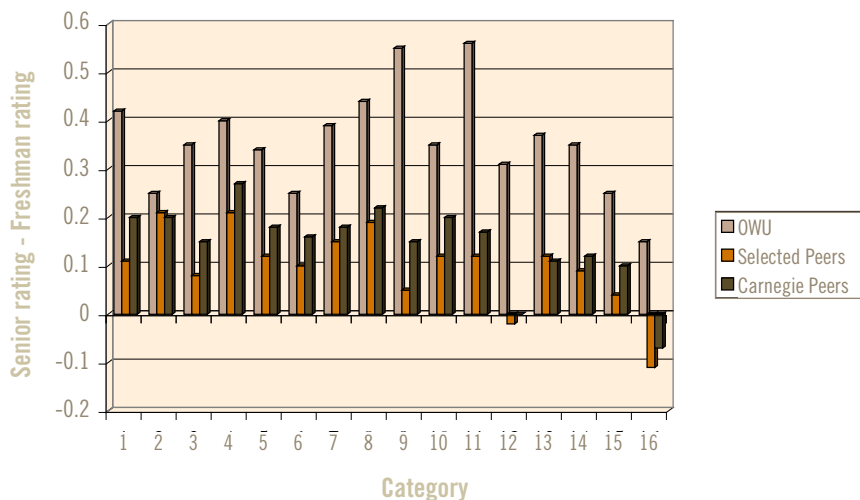


Figure 5.1—The difference in First-Year and Senior responses to the NSSE 2007 questions corresponding to Table 5.5.

These results suggest that we are effective in developing these important educational and personal attributes, but the process is not as evident to our students during their first year. With greater focus on the first-year experience, academic advising and teaching practices in introductory courses, we hope to encourage the quality growth experienced by our students earlier in their time at OWU.

Looking further out, 85% of the alumni who were surveyed as part of the Dehne Study were either very positive (45%) or positive (40%) about Ohio Wesleyan. Dehne reports that this positive response is slightly higher than what they normally find in such surveys. These general responses were consistent with the responses to the specific questions about how much OWU contributed to the development of particular skills and appreciations. A table of all of the responses can be found in Appendix E4 (6.4).

External constituencies

The distinctiveness and value of the Ohio Wesleyan experience have been highlighted in two notable resource guides for prospective college students, Loren Pope’s *Colleges that Change Lives* (3.3) and *Colleges that Encourage Character Development: A Resource for Parents, Students and Educators (The Templeton Guide)* (3.14).

In the 2006 edition of Pope’s book, the most acclaimed aspect of Ohio Wesleyan, as for most of the other forty “colleges that change lives,” was our “inspiring,” “challenging” and “encouraging” faculty. More distinctive, however, was the impact of international education that our students experience, both by studying abroad and through the campus community. As one first-year student, who had attended a high school with essentially no diversity, stated, “OWU is such a rewarding and diverse change for me, I can honestly say that being around such a blend of individuals has shaped my character into one of pas-

“As I tell my fellow Hoyas, surprised that I can dance Bhangra, or speak a few choice words in Bulgarian, multiculturalism is a social phenomenon without boundaries that thrives where minds are open and community is strong. Ohio Wesleyan is such a place, where without pretensions and ulterior motives, kids from all sorts of backgrounds become lifelong friends.”

Gabe Elias '01, Spanish and History

“I went into [President Courtice’s] office and commented that the business community had little connection with the students at Ohio Wesleyan. He made a student available and within one semester we had the first work-study student working in the community. Once established, it had an effect on the campus and in the area business community as well. It is a small thing, but the smallest things are what separate normal and terrific.”

*Charlotte Joseph, former President,
Delaware Area Chamber of Commerce*

sion, tolerance and understanding.’ He also thought ‘the atmosphere of academic excellence has pushed me to be a better student and a better person,’ and the professors ‘who really push you and help you every step of the way to reach that next level are really life changing. They take students under their protective wings and guide them to reach for the sky.’” Another student spoke to the ethos on campus: “There is something about the students at OWU that sets them apart from the student bodies of the other small liberal arts colleges I visited. I think there is more emphasis on real human values, and while it is difficult to put a finger on, it has a strong impact on the atmosphere. The kids are down-to-earth and genuinely friendly across the board.”

The Templeton Guide included Ohio Wesleyan among the 405 “exemplary programs” that “focus on fostering such virtues as honesty, self-control, respect and compassion.” In particular, OWU is included in the sections on “Volunteer Service Programs” and “Spiritual Growth Programs.”

At the local level, the appreciation for Ohio Wesleyan is articulated about individuals. Students who participate in community projects, whether as part of service projects or internships, are valued by those with whom they work. Recent comments were received by the Director of Community Service Learning:

- From the Delaware Program Director — Big Brothers Big Sisters of Central Ohio: “Tommy takes initiative in using creative avenues to reach his ‘Little’ and as a result, his Littles have shown remarkable progress, not only academically, but emotionally as well. Tommy is reliable and takes his role seriously, making the program a priority weekly. Tommy always goes above and beyond, seeing his ‘Little’ outside of the program time during the Little’s lunch period, or staying after the program to talk with his Little’s parent. Tommy’s passion for mentoring is infectious.”
- From the Delaware Soil and Water Conservation District: “Dan [...] has served as the GIS (Geographic Information Systems) Intern for the Delaware Soil and Water Conservation District since January 2006. Dan has primarily been working on the daunting project of creating a digital, geographically referenced copy (GIS database) of conservation practices that have been installed in Delaware County dating back as far as 1944. Currently, all of this information is stored in typical paper files. The project is $\frac{3}{4}$ completed with over 2000 conservation practices logged in the database now. To date, Dan has digitized about $\frac{1}{2}$ of the files for the county – around 1400 practices. Dan



has always been enthusiastic about his position and has volunteered to participate in community outreach activities outside his primary job responsibilities. He has been a pleasure to work with.”

- From the Director—Victim Services of Delaware County: “Marianne volunteers tirelessly for the Victim Services Office. She works on special projects and assignments that arise out of our office [...]. Marianne is very dedicated to this office. She always maintains a positive attitude and always wants to learn more [...]. Additionally, Marianne can always be counted on to show up on time for her volunteer hours prepared for whatever the day’s agenda has in store. We love having Marianne on our team!”

One of Ohio Wesleyan’s long-standing public outreach sites is Perkins Observatory. In keeping with the wishes of Hiram Perkins, OWU alumnus and professor, the observatory is open to “interest and educate the public in one of the grandest of all sciences.” Close to 100 public programs are available each year as well as 100-200 more programs individually scheduled for small groups. When major astronomical events are in the offing, the director of the observatory often discusses these events for the news media in central Ohio.

The attendees of the many programs are amazed and grateful for the opportunity to hear the presentations and look through the 32-inch reflector as well as smaller portable telescopes. A few reactions are included below:

- Responding to the cloudiness of the night and the inability that night to look through telescopes, a college student from Capital University said, “I was expecting to be bored, but that was, well, inspirational.”
- A person from Delaware referred to Perkins as a “treasure to the community.”
- A parent at one of the daytime field trips said, “You really know how to crack up a five-year-old.”

The outstanding relationship between Ohio Wesleyan and the city of Delaware was highlighted by the Interim Dean of Students in 2008 in a short reflection on his year at the college. Having more than twenty years of experience in Student Affairs, he commented that he was very impressed with the level of positive interaction of his office with city officials such as the mayor, the chief of police and the fire marshal.



Conclusion

Service is a mind-set at Ohio Wesleyan. It is part of our character, based on our Methodist heritage. Our students, staff, faculty and alumni actively seek ways in which they can contribute to the lives of those around them. The mark we leave is one of which we are proud.

Strengths

- Student surveys and involved student government
- An effort is made to involve all employees in the planning processes
- Alumni Board
- Campus offices connect to Delaware, Columbus and the world
- Students and community engage in co-curricular and service activities
- Employees and alumni involved in community service
- Facilities available for community use
- OWU reaches out: student teachers, summer camps, visiting student researchers, 3-2 program, Austin Manor, Five Colleges of Ohio
- Studies show students form strong relationships
- Community and expert response is positive

Challenges

- More formal mechanisms for campus and community communication and input
- Additional recreational spaces and staffing
- Residence hall improvements
- Focus on first-year experience



Appendices

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A1. Abbreviations

AAC&U—Association of American Colleges and Universities
ACCT—Accounting
ACM—Associated Colleges of the Midwest
AMRS—Ancient, Medieval and Renaissance Studies
APC—Academic Policy Committee
ART—Fine Arts
ASC—Academic Status Committee
ASTR—Astronomy
B&G—Buildings and Grounds
BOMI—Botany/Microbiology
BWS—Black World Studies
CAFA—Committee on Admission and Financial Aid
CHEM—Chemistry
CIRP—Cooperative Institutional Research Program
CS—Computer Science
CWSC—Conrades•Wetherell Science Center
DANC—Dance
ECON—Economics
EDUC—Education
EMAN—Economics-Management
ENG—English
ENG 105—Freshman Writing Seminar
FASB—Financial Accounting Standards Board
FERPA—Family Educational Rights and Privacy Act
FPC—Faculty Personnel Committee
FT—Full Time
FTE—Full Time Equivalent
FY—First-year student
GEOG—Geography
GEOL—Geology
GLCA—Great Lakes Colleges Association
H—Honors course
HIST—History
HLC—Higher Learning Commission
HMCL—Humanities-Classics
HONS—Honors
HWCC—Hamilton Williams Campus Center (“HamWill”)
IS—Information Systems (or InfoSys)
INT—Interdisciplinary
ITAL—Italian
JOUR—Journalism
LATI—Latin
LD—Learning Disabilities
LEAD—Language Exchange Alliance of Delaware
LIS—Libraries and Information Services

MFL—Modern Foreign Languages
NCAC—North Coast Athletic Conference
NSSE—National Survey on Student Engagement
OSHA—Occupational Safety and Health Administration
OWU—Ohio Wesleyan University
MATH—Mathematics
MUS—Music
PAR—Physical Plant Adaptation and Renewal
PE—Physical Education
PG—Politics and Government
PHIL—Philosophy
PHYS—Physics
PSYC—Psychology
PT—Part Time
Q—Quantitative course
Q-Center—Quantitative Skills Center
R—Writing course
RA—Resident Assistant
REL—Religion
REU—Research Experience for Undergraduates
RET—Research Experience for Teachers
SARC—Sagan Academic Resource Center
SLU—Small Living Unit
SNC—Sagan National Colloquium
SSRP—Summer Science Research Program
SOAN—Sociology/Anthropology
SPAN—Spanish
SR—Senior
StAP—Student Assistantship Program
StART—Student Advising, Registration and Testing
SUBA—Student Union on Black Awareness
TEW—Thomas E. Wenzlau Fund
SWAH—Swahili
THEA—Theatre
TLCCPC—Teaching, Learning and Cross Cultural Programming Committee
U—Unsatisfactory writing, recommendation for Q Center
UC—University Courses
UGC—University Governance Committee
UID—Universal Instructional Design
URB—Urban Studies
V—Diversity course
WCSA—Wesleyan Council on Student Affairs (student government association)
WGS—Women's/Gender Studies
ZOOL—Zoology

A2. Major Projects

These are projects costing in excess of \$100,000 completed since 1999.

Total=\$64,741,638

East Power Plant	Renovate facility, new emergency generator and install 4 new boilers	1999-2000	\$2,175,957
R.W. Corns	Renovate old Memorial Union Building	1999-2000	\$4,370,757
Beeghly Library	Replace chiller and pumps	1999-2000	\$427,036
Stuyvesant Hall	Convert old dining hall to new Student Health and Fitness Center	1999-2000	\$691,357
Hayes Hall	Refurbish facility	1999-2000	\$182,221
Smith Hall	Replace windows, boilers, chiller and install EMS system	1999-2000	\$985,708
Heating/cooling systems	Install EMS system in various locations	1999-2000	\$421,299
Heating/cooling systems	Replace steam line Sandusky Street to R.W. Corns	1999-2000	\$115,905
Walks, Streets, Roads	Miscellaneous projects around campus	1999-2007	\$208,499
Security & Street Lights	Miscellaneous projects around campus	1999-2007	\$237,408
Phillips Hall	Replace retaining wall on the north side of Phillips	2000-2001	\$111,900
HamWill Campus Center	Replace metal roof	2000-2001	\$293,697
Bashford Hall	Refurbish facility	2000-2001	\$262,330
Edgar Hall	Total renovation of the building for Fine Arts Department	2001-2002	\$3,343,744
Humphrey Art Hall	Renovate museum and art gallery	2001-2002	\$1,150,161
70 S. Sandusky Street	Upgrade facility for use as a temporary classroom and office space	2001-2002	\$126,198
Haycock 3D Art Building	9,600 sq ft addition to house 3D art	2001-2002	\$774,582
Thomson Hall	Refurbish facility	2001-2002	\$281,818
Science Center	Total renovation of Stewart Hall, Bigelow Rice and 52,000 sq ft addition	2001-2004	\$33,421,853
Pritchard House	Addition to Presidents House for catering and food service	2002-2003	\$240,000
Branch Rickey	Replace basketball court hard wood	2002-2003	\$138,129
Stuyvesant Hall	Replace windows and security screens	2002-2003	\$119,887
Heating/cooling systems	Replace steam line from clock tower to Science Center	2002-2003	\$313,373
Voice/Data	Upgrade voice and data underground infrastructure	2002-2003	\$1,073,023
Academic Grounds	Restore sulfur spring area	2003-2004	\$174,827
Hayes Hall	Replace roofing system	2003-2004	\$100,288

Slocum Hall	Stained glass, skylight and roof restoration project	2004-2005	\$681,196
Academic Grounds	Create new entrance to Admissions Office off of Edwards parking lot	2004-2005	\$130,753
Stuyvesant Hall	Student room furniture	2004-2006	\$230,472
Beeghly Library	Design and construct an Internet Café	2005-2006	\$101,097
Branch Rickey	Replace three damaged roof elements and roof on arena	2005-2006	\$650,627
Academic Grounds	Renovate plaza area between Slocum and University Halls	2005-2006	\$212,438
University Hall	Restoration of Gray Chapel ceiling and paint work	2006-2007	\$111,961
Merrick Hall	Historic replacement of roof, cupolas, gutters	2006-2007	\$442,801
Selby Field	Replace track surface and new artificial turf field	2006-2007	\$1,802,618
Smith Dining Hall	Renovate Smith Dining Hall	2006-2007	\$1,002,250
Smith Hall	Student room furniture	2006-2007	\$104,568
Heating/cooling systems	Replace steam line clock tower to Sandusky Street	2006-2007	\$176,924
Voice/Data	Install new telephone system	2006-2007	\$1,300,000
Voice/Data	Campus-wide data network upgrades	2006-2008	\$2,600,000
129 Oak Hill	Renovation of existing house	2006-2008	\$298,450
Sturges Hall	Tuck point and paint exterior, window replacement	2007-2008	\$135,133
Edwards Gym	Replacement of skylight	2007-2008	\$193,250
Pritchard House	Garage addition, landscaping and bathroom renovations	2007-2008	\$289,111
Branch Rickey	Replace roof on Gordon Field House	2007-2008	\$521,118
Mowry Center	Renovations	2007-2008	\$142,412
Softball field	Construct a new softball field and baseball press box	2007-2008	\$618,311
Academic Grounds	Memorial Gate Project	2007-2008	\$305,000
Academic Grounds	Founders Plaza Project	2007-2008	\$123,687
Smith Hall	Student room furniture	2007-2008	\$107,469
Bashford Hall	Refurbish facility	2007-2008	\$150,565
Heating/cooling systems	Replace steam line R.W. Corns to Beeghly Library	2007-2008	\$212,470
Voice/Data	Install additional underground conduit and fiber optic cable	2007-2008	\$225,000
Master Planning	Develop a campus Master Plan	2007-2008	\$130,000

A3. Defining Institutional Identity

2001 study by Academic Policy Committee

1=Unimportant, 5=Extremely Important

			Faculty/Admin Division		Fac/Admin Yrs at OWU	
Imparting knowledge about our cultural past (what great minds have thought, great artists have created, great leaders have done.	Alumni (n=48)	4.23	Social Sci (25)	4.08	1-10 (28)	4.39
	Fac/Admin(77)	4.5	Natural Sci (14)	4.36	10+ (49)	4.33
	Students (42)	3.74	Humanities (14)	4.43		
	Trustees (27)	4.12	Arts (12)	4.67		
	Overall (194)	4.22	Administration(3)	4.67		
Imparting new knowledge (knowledge being acquired on the frontiers of contemporary inquiry and current advances of the human spirit)	Alumni	4.42	Social Sciences	4.2	1-10	4.29
	Faculty/Admin	4.4	Natural Sciences	4.5	10+	4.47
	Students	4.26	Humanities	4.57		
	Trustees	4.23	Arts	4.5		
	Overall	4.35	Administration	4.67		
Developing and enhancing the foundation skills of reading and writing.	Alumni	4.54	Social Sciences	4.76	1-10	4.57
	Faculty/Admin	4.7	Natural Sciences	4.43	10+	4.76
	Students	4.29	Humanities	4.93		
	Trustees	4.46	Arts	4.67		
	Overall	4.54	Administration	4.33		
Developing and enhancing the skills of quantitative analysis.	Alumni	3.88	Social Sciences	4.12	1-10	4.18
	Faculty/Admin	4.2	Natural Sciences	4.43	10+	4.16
	Students	3.83	Humanities	4.29		
	Trustees	3.88	Arts	3.58		
	Overall	3.99	Administration	4		
Building the capacity to think critically and logically.	Alumni	4.67	Social Sciences	4.76	1-10	4.75
	Faculty/Admin	4.8	Natural Sciences	4.93	10+	4.88
	Students	4.5	Humanities	4.88		
	Trustees	4.62	Arts	4.83		
	Overall	4.68	Administration	4.67		
Improving the ability to employ the methods of the different fields of inquiry.	Alumni	3.98	Social Sciences	3.96	1-10	3.75
	Faculty/Admin	3.9	Natural Sciences	4.14	10+	4.06
	Students	3.76	Humanities	4.07		
	Trustees	3.58	Arts	3.75		
	Overall	3.84	Administration	4		

			Faculty/Admin Division		Fac/Admin Yrs at OWU	
Building the capacity to communicate knowledge in today's society (using foreign languages, computer languages, etc.)	Alumni	4.31	Social Sciences	4.16	1-10	4.18
	Faculty/Admin	4.3	Natural Sciences	4.29	10+	4.33
	Students	4.14	Humanities	4.36		
	Trustees	4.19	Arts	4.33		
	Overall	4.25	Administration	4.33		
Developing aesthetic sensibilities or creative talents.	Alumni	3.71	Social Sciences	3.72	1-10	3.89
	Faculty/Admin	4	Natural Sciences	3.86	10+	4.02
	Students	3.38	Humanities	3.64		
	Trustees	3.62	Arts	4.92		
Integrating theory with practice by preparing for careers within various disciplines and through pre-professional and professional programs.	Alumni	4	Social Sciences	3.56	1-10	3.32
	Faculty/Admin	3.6	Natural Sciences	3.64	10+	3.76
	Students	4.14	Humanities	3.36		
	Trustees	3.92	Arts	3.83		
	Overall	3.86	Administration	4.33		
Developing students' understanding of themselves, appreciation of others, and willingness to meet the responsibilities of citizenship in a free society.	Alumni	4.31	Social Sciences	4.12	1-10	3.96
	Faculty/Admin	4.1	Natural Sciences	3.93	10+	4.25
	Students	3.88	Humanities	4.07		
	Trustees	4.35	Arts	4.42		
	Overall	4.14	Administration	4.67		
Encouraging consideration of the ethical implications of the material being studied.	Alumni	4.02	Social Sciences	4.08	1-10	3.99
	Faculty/Admin	4.1	Natural Sciences	4.07	10+	4.16
	Students	3.95	Humanities	4		
	Trustees	4.08	Arts	4		
	Overall	4.05	Administration	4		
Maintaining the pre-eminence of effective teaching over professional scholarship.	Alumni	4.1	Social Sciences	3.64	1-10	3.5
	Faculty/Admin	3.8	Natural Sciences	3.79	10+	3.98
	Students	4.14	Humanities	3.93		
	Trustees	4.38	Arts	3.75		
	Overall	4.03	Administration	4.33		

A4. Institutional Snapshot

1. Student Demography Headcounts

A. Undergraduate enrollments by class levels (based on entering cohorts)

	Fall 2006	Fall 2007	Fall 2008
New Freshmen	570	576	571
Returning Sophomores	471	473	457
Returning Juniors	396	395	422
Returning Seniors	355	375	375
New Transfers	28	21	16
Old Transfers	57	52	47
Fifth-year Students	38	42	40
Returning mid-year	9	11	12

B. Degree-seeking undergraduates (as reported to IPEDS)

	Fall 2006	Fall 2007	Fall 2008
Men			
Nonresident Alien	84	115	101
Black non-Hispanic	45	48	42
Amer. Indian or Alaskan Native	1	3	4
Asian or Pacific Islander	13	15	18
Hispanic	10	10	9
White non-Hispanic	762	722	715
Race/Ethnicity Unknown	17	43	18
Total Men	932	956	907
Women			
Nonresident Alien	72	73	79
Black non-Hispanic	46	47	47
Amer. Indian or Alaskan Native	2	5	7
Asian or Pacific Islander	21	18	16
Hispanic	11	14	12
White non-Hispanic	824	832	854
Race/Ethnicity Unknown	13	34	20
Total Women	989	1023	1035
Grand Total	1921	1979	1942

C. Graduate/professional students

Ohio Wesleyan University has no graduate programs.

D. Age range of undergraduates (As reported in Common data set)

	Fall 2006	Fall 2007	Fall 2008
24 and under	1899	1963	1943
25 and older	22	16	17

E. Number of students by residency status

	Fall 2006	Fall 2007	Fall 2008
In-State Resident	967	983	951
Out-of-State Resident	739	838	828
Non-US Resident	159	170	181

2. Student Recruitment and Admissions

A. Applications, acceptances and matriculations

	Fall 2006		Fall 2007		Fall 2008	
	Freshmen	Transfers	Freshmen	Transfers	Freshmen	Transfers
Applications	3579	142	3814	153	4238	99
Acceptances	2257	48	2499	41	2719	27
Matriculations	568	29	576	21	577	16

B. Test scores (Students submit ACT scores and/or SAT scores. Means are shown for both, so some students are counted twice in these means.)

	Fall 2006	Fall 2007	Fall 2008
ACT English	24.6	24.8	25.6
ACT Math	24.1	23.9	24.7
ACT Reading	25.5	25.4	26.2
ACT Science	24.1	24.0	24.8
ACT Composite	24.6	24.5	25.3
SAT Verbal	564	559	575
SAT Math	574	566	588

3. Financial Assistance for Students

A. Percentage of students applying for financial assistance

	Fall 2006	Fall 2007	Fall 2008
Percentage Applying	63%	64%	65%

B. Number and percentage receiving financial assistance

	Fall 2006	Fall 2007	Fall 2008
Number receiving aid	1850	1869	1865
Percentage receiving aid	94%	95%	95%
Loans	1025 (55%)	1044 (56%)	1013 (54%)
Work Study	722 (39%)	752 (40%)	719 (39%)
Scholarships/Grants	1268 (69%)	1298 (70%)	1266 (69%)
Merit-Based Scholarships	1756 (90%)	1776 (90%)	1771 (91%)

C. Tuition Discount Rate

	Fall 2006	Fall 2007	Fall 2008
Discount Rate	47%	48%	46%

4. Student Retention and Program Productivity

A. Retention

	Entering Fall 2006	Returning Fall 2007	Percent Retention
Men			
Nonresident Alien	31	27	87%
Black non-Hispanic	11	6	54%
Amer. Indian or Alaskan Native	3	3	100%
Asian or Pacific Islander	4	4	100%
Hispanic	5	3	60%
White non-Hispanic	211	160	75%
Race/Ethnicity Unknown	8	5	62%
Total Men	273	208	76%
Women			
Nonresident Alien	21	19	90%
Black non-Hispanic	16	14	87%
Amer. Indian or Alaskan Native	4	4	100%
Asian or Pacific Islander	3	3	100%
Hispanic	6	4	66%
White non-Hispanic	244	200	82%
Race/Ethnicity Unknown	9	5	55%
Total Women	303	249	82%
Grand Total	576	457	79%

B. Number of students earning graduate or professional degrees

Ohio Wesleyan University has no graduate programs.

C. Graduates by program (As reported to IPEDS; CIP codes in parentheses)

	2005-2006	2006-2007	2007-2008
Agriculture/Natural Resources (1,3)	8	6	5
Architecture/Engineering/Engineering Technology (4,14,15)	0	0	0
Biological & Physical Science (26,40,41)	49	66	67
Business (52)	56	59	55
Communications/Communication Technology/ Fine Arts (9,10,50)	43	45	43
Education/Library Science (13,21,25)	25	34	17
Humanities/Interdisciplinary (5,16,23,24,30,38,39,54)	112	83	105
Health (51)	6	10	3
Law (22)	4	2	1
Mathematics/Computer Science (11,27)	5	14	6
Military Technology/Protective Services (29,43)	0	0	0
Personal Services/Consumer Services/Fitness (12,19,31)	26	17	22
Psychology/Social Sciences & Services (42,44,45)	143	135	120
Trades/Production/Transportation Health (46,47,48,49)	0	0	0

D. Pass rates for teaching licensure

	2006	2007	2008
Teacher Certification	97%	95%	95%

5. Faculty Demography

A. Faculty headcount by degree

	2007-2008		2008-2009	
	Full-time	Part-time	Full-time	Part-time
Doctorate	114	23	110	20
Master's	22	34	25	28
Bachelor's	0	7	0	5

B. Faculty headcount by ethnicity and rank

	2007-2008		2008-2009	
	Full-time	Part-time	Full-time	Part-time
Men (total)	88	31	87	23
Nonresident Alien	4	0	4	0
Black non Hispanic	4	3	4	3
Amer. Indian or Alaskan Native	0	0	0	0
Asian or Pacific Islander	1	0	1	0
Hispanic	2	0	2	0
White non-Hispanic	77	28	76	20
Race/Ethnicity Unknown	0	0	0	0
Women (total)	48	33	48	30
Nonresident Alien	2	2	3	1
Black non Hispanic	1	0	1	0
Amer. Indian or Alaskan Native	0	0	0	0
Asian or Pacific Islander	0	1	0	1
Hispanic	1	0	1	0
White non-Hispanic	44	30	43	28
Race/Ethnicity Unknown	0	0	0	0
Full Professor	76	--	68	--
Associate Professor	26	--	24	--
Assistant Professor	30	--	39	--
Instructor	4	--	4	--
No official rank (part-time)	--	64	--	53

C. Faculty headcount by program (Full- and part-time faculty combined; CIP codes in parentheses)

	2007-2008	2008-2009
Biological & Physical Science (26,40,41)	35	32
Communications/Communication Technology/ Fine Arts (9,10,50)	33	29
Education/Library Science (13,21,25)	10	7
Humanities/Interdisciplinary (5,16,23,24,30,38,39,54)	50	49
Mathematics/Computer Science (11,27)	9	8
Personal Services/Consumer Services/Fitness (12,19,31)	8	8
Psychology/Social Sciences & Services (42,44,45)	56	55

6. Instructional Resources and Information Technology

The Ohio Wesleyan University Libraries & Information Services (LIS) actively supports and promotes the curriculum, student and faculty research and co-curricular activities. The teaching library philosophy pervades each area of the LIS services from collection development to the library liaison program to computer support and training.

LIS consists of Beeghly Library, as well as the Hobson Science Library in the Conrades♦Wetherell Science Center (CWSC) and the Kinnison Music Library in Sanborn Hall. LIS has a collection of more than 550,000 items with a distinct rare book collection and one of the country's oldest federal depositories. All libraries are linked by the integrated on-line catalog and circulation system, CONSORT. The libraries provide access to over 150 databases and 46,704 e-books. Students can request materials from 86 OhioLINK institutions and have the books delivered to campus within a few days. In addition, students can submit interlibrary loan requests electronically through ILLIAD, an interlibrary loan software package. Beeghly Library is open 104 hours per week and each branch is open about 60 hours a week. During exam times, hours are extended. A library café is open from 5 p.m. to midnight Sunday through Thursday.

The Audio-Visual Center is located on the lower level of Beeghly Library. AV classrooms, private viewing/listening rooms, a video conference room and a Learning Laboratory are available. The Lab is equipped with 24 stereo cassette player/recorders for class and individual study. A collection of videotapes, audio tapes, 16mm films, CD-ROMS, DVDs and foreign language cassettes support the curriculum. Audiovisual equipment circulates for academic and co-curricular activities. Many classrooms are equipped with computers and projectors. Students have access to Blackboard, a course management system, which supports classroom instruction.

A student computer help desk is located on the main floor of Beeghly Library – in the Information Commons near the Reference Desk. There are 24-hour residential computing labs located in Welch and Hayes Halls with 12 and 10 computers, respectively, as well as laser printers. The Beeghly Library Café is another 24-hour computing location with 10 computers and a laser printer. The Information Commons contains 48 computers, 4 print-only workstations, 20 circulating laptops and 5 laser printers for students. Also, there are 223 computers in six academic computer labs. Finally, Corns 109 is a dedicated technology training room with 17 computers.

Network and Internet wired access is available on a “one port per pillow” basis in all residential facilities – meaning a four-person room will have four separate network access ports. Each port has the capacity to support up to 100Mbps of bandwidth. LIS operates a data network with Gigabit backbones to all campus buildings and 100Mbps wired connections to desktops and laptops. The campus Internet link is 100Mbps over fiber-optic trunk lines. Ohio Wesleyan also has a campus-wide 802.11n wireless network.

Most students will see a librarian in their classes through the information literacy program. Librarians are available during the day and at the Reference Desk most evenings from 7:00-10:00 p.m. Also, the Ask-A-Librarian e-mail services provide additional research support. LIS personnel provide student workshops on such topics as copyright and plagiarism and large format printers.

The LIS home page (<http://lis.owu.edu>) provides access to all of these holdings and the World Wide Web.

Services for students are monitored in a variety of ways:

The librarians receive statistical reports from CONSORT and OhioLINK, which indicate the number of databases used and books borrowed by students. In addition, statistics are gathered for interlibrary loan requests. The registrar's room schedule provides the lab manager with data about the use of academic labs. LIS's information technology staff, through the use of network management devices, has the ability to manage students' Internet and bandwidth usage from the residence halls and other areas of campus. The openness of the Beeghly Library Information Commons allows the library staff to visually count the number of students using computers during the hours the building is open. The LIS personnel rely on other statistics for monitoring student usage, such as the audiovisual door count, library gate count, reference question statistics, circulation statistics, Help Desk questions and Web site hits.

7. Financial Data

A. Actual unrestricted revenues

	2006-2007	2007-2008
Tuition and Fees	\$56,272,384	\$60,185,598
Less Unfunded Financial Aid	21,975,265	23,728,485
Net Tuition and Fees	34,297,119	36,457,113
State/Local Appropriates	0	0
Denominational Income	0	0
Investment and Annuity Income	12,345,613	17,738,641
Unrealized Gains (losses)	18,669,007	32,327,198
Net Investment and Annuity Income	31,014,620	14,588,557
Contributions	6,356,306	13,232,520
Auxiliary	14,511,788	14,616,303
Other	11,927,979	9,977,460
Total	98,107,812	59,694,839

B. Actual unrestricted expense

	2006-2007	2007-2008
Instructional/Departmental/Library	\$26,036,584	\$25,526,900
Student Services	8,900,724	10,651,144
Operation and Maintenance of Plant	8,494,092	8,017,266
Administration	1,070,833	1,312,451
Fundraising	2,650,979	3,712,709
Auxiliary	9,212,365	9,136,597
Other	7,442,285	7,157,002
Total	63,807,862	65,514,069
Shortfall Coverage	34,299,950	-5,819,230*

C. *This shortfall is caused by a \$32 million downturn in the market values of our investment portfolio (i.e. unrealized losses on investments), which the University anticipates will be recovered through anticipated long-term market performance.

A5. Dashboard

Graduation Year	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002
Academic Year	2007-08*	2006-07**	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99
FR Admission Applications	3,814	3,579	2,931	2,803	2,580	2,212	2,227	2,017	2,057	2,021
Admission Rate	65%	63%	75%	74%	74%	80%	79%	81%	83%	85%
Yield Rate	23%	26%	30%	27%	30%	31%	33%	33%	31%	30%
Entering Freshman Class	583	577	595	566	570	546	587	536	524	519
FR % Aided with Institutional Funds	95%	96%	98%	96%	95%	97%	98%	96%	97%	97%
FR % Ohio Residents	43%	49%	51%	49%	51%	54%	49%	55%	52%	49%
FR % non-Ohio Residents	57%	51%	49%	51%	49%	46%	51%	45%	48%	51%
FR Percent Female	52%	50%	50%	51%	52%	54%	51%	52%	50%	43%
FR Percent Male	48%	50%	50%	49%	48%	46%	49%	48%	50%	57%
FR Racial/Ethnic Diversity	12%	12%	10%	9%	7%	9%	8%	13%	10%	6.80%
FR International Students	55	52	43	42	46	41	77	62	63	61
Transfer Students - New	22	30	35	31	29	37	26	42	23	25
Enrollment History - Fall Opening Enrollment - F.T.E.	1,886	1,875	1,957	1,916	1,911	1,911	1,854	1,854	1,905	1,851
Average Annual Student Enrollment - F.T.E.	1,846	1,835	1,877	1,825	1,830	1,827	1,769	1,782	1,825	1,791
Freshman to Soph. Retention	84%	79%	81%	79%	78%	82%	79%	81%	77%	80%
Sophomore to Junior Retention	84%	84%	87%	86%	87%	88%	90%	88%	89%	90%
Junior to Senior Retention	94%	93%	96%	96%	97%	96%	92%	96%	95%	94%
Graduation Rate (four year)		51%	55%	58%	56%	60%	54%	58%	59%	52%
Graduation Rate (eventual)			68%	66%	64%	67%	61%	64%	66%	58%
Student-Faculty Ratio(FT Fac.)	13.9	14.12	14.5	14.12	14.47	14.42	14.17	14.47	14.71	15.04
Student-Faculty Ratio(All Fac.)	12.4	13.19	13.45	13.17	13.19	13.39	13.04	13.12	13.43	13.66
Utilization of PT Faculty - F.T.E.	17	12.5	12.5	9.5	12.5	10	11	13	12	12
Utilization of PT Faculty - \$	\$22,159	\$578,296	\$633,365	\$570,000	\$750,000	\$600,000	\$660,000	\$780,000	\$720,000	\$720,000
Net Revenue Per Student (F.T.E.)	\$82,092,405	\$21,711	\$20,191	\$18,454	\$17,252	\$16,740	\$16,035	\$15,764	\$14,670	\$13,969
Unrestricted Expenditures		\$75,898,305	\$72,643,814	\$72,358,765	\$69,745,809	\$66,446,200	\$62,123,162	\$60,183,740	\$55,905,711	\$52,118,619
Endowment (June 30 Value)		\$188,835,867	\$157,418,000	\$144,383,000	\$131,576,000	\$113,825,000	\$116,127,000	\$123,487,000	\$121,431,000	\$105,352,000
Private Gifts (+ Annual Fund)		\$16,189,887	\$15,150,403	\$10,922,498	\$13,154,078	\$12,712,949	\$12,326,609	\$16,195,603	\$19,384,319	\$14,508,858
Total Annual Fund		\$4,062,164	\$3,206,808	\$3,099,750	\$3,400,208	\$0	\$0	\$0	\$0	\$0
Alumni Participation		31%	31%	31%	31%	32%	34%	34%	36%	33.00%
Tuition and Fees	\$40,110	\$38,080	\$35,830	\$34,150	\$32,550	\$31,210	\$29,670	\$28,490	\$27,500	\$26,410

* financial data based on current budget or targets, ** financial data are pre-audit

B1. Statement of Aims (Mission Statement)

Since its founding, Ohio Wesleyan has maintained its connection with the Methodist (now United Methodist) Church, offering a quality of scholarship, leadership and service that has enriched both Church and society. Its charter provides that “the University is forever to be conducted on the most liberal principles, accessible to all religious denominations and designed for the benefit of our citizens in general.” In the spirit of this heritage, the University defines itself as a community of teachers and students devoted to the free pursuit of truth. It attempts to develop in its students qualities of intellect and character that will be useful no matter what they choose to do later in life. The transmission, extension and discovery of knowledge are central to the liberal arts tradition. While encouraging professional scholarship and feeling justifiably proud of its faculty and graduates who enjoy national or international reputations in their fields, the University has as its preeminent purpose to be a quality institution for teaching and learning. Because effective teaching is of the highest importance, members of the faculty regularly are reviewed and evaluated for excellence in teaching

Ohio Wesleyan judges itself successful when it has accomplished three objectives in its work with students:

The first is to impart knowledge. Included here is knowledge about our cultural past; a liberal education communicates what great minds have thought, great artists have created, great leaders have done. Also included is new knowledge; a liberal education communicates what is being acquired on the frontiers of contemporary inquiry and current advances of the human spirit. The objective of imparting knowledge begins with the conviction that it is intrinsically worthwhile to possess the knowledge and insight transmitted through the humanities, arts and sciences.

The second objective is to develop and enhance certain important capabilities of students. As they progress through the curriculum of the University, students make secure the foundation skills of reading, writing and quantitative analysis. They build on these skills the capacity to think critically and logically, to employ the methods of different fields of inquiry and to understand the symbolic languages used to codify and communicate knowledge in today’s society. They may develop aesthetic sensibilities or creative talents in several fields. Many students learn to integrate theory with practice by preparing for careers within various disciplines through pre-professional and professional programs.

The third objective is to place education in the context of values. Liberal education seeks to develop in students understanding of themselves, appreciation of others and willingness to meet the responsibilities of citizenship in a free society. It recognizes that trained sensitivity to private and public value issues, grounded in a sound grasp of various cultural heritages, is important for maturation and for living a good life. It accords high honor to intellectual honesty. Consistent with our Methodist tradition, Ohio Wesleyan encourages concern for all religious and ethical issues and stimulates its students to examine their own views in light of these issues.

To the extent that Ohio Wesleyan educates liberally, it fulfills its ultimate purpose of equipping students with knowledge, competence and character for leadership, service and continued learning in a complex and increasingly global society.

B2. Elevator Speech

Ohio Wesleyan is a liberal arts university that transforms lives. Our students form lifelong relationships with each other and their professors as they pursue a rigorous academic program. Internships, research, service learning and mission trips encourage students to push personal boundaries and develop a wider perspective. Here, we help students discover and follow their passions. And we prepare them to change the world.

The 3 R's of Ohio Wesleyan

Rigor
(it's a tough school)

Relationships
(often lifelong)

Real-World Experiences
(learning outside the classroom is important, too)

B3. Trustees

For alumni, graduation year is given. In parentheses are the year each individual joined the Board and the year he/she began the current position.

Chair

- Kathleen Law Rhinesmith '64 (1999, 2006)

Vice Chair

- Michael G. Long '66 (2002, 2007)

Ex Officio Trustees

- Rock Jones (2008)
- Bishop John Hopkins (2005)
- Bishop Bruce R. Ough (2001)

Alumni Trustees

- Richard B. Alexander '82 (2004)
- Christopher P. Anderson '98 (2008)
- Nicholas E. Calio '75 (2004)
- Evan R. Corns '59 (1992, 2001)
- Rachel Lea Diehl '91 (2004)
- John C. Gordon '76 (2005)

- Joseph V. Lash '85 (2006)
- Kevin J. McGinty '70 (2006)
- Peter Pak '90 (2008)
- C. Paul Palmer '96 (2008)
- James W. Pry II '67 (2006)
- Elizabeth Farran Tozer '64 (2003)

West Ohio Conference Trustees

- Jeff Benton (2008)
- David E. Papoi '65 (2006)
- Robert M. Roach '68 (2006)
- Don E. Saliers '59 (1989, 2001)

East Ohio Conference Trustees

- Orlando Chaffee '79 (2002)
- Ann Davies Moyer (2002)

Trustees At Large

- Katherine Wenzlau Comer '76 (2004)
- Patricia Belt Conrades '63 (1998)
- Adrian Corbiere (2004)
- Lisa Schweitzer Courtice, Ph.D. (2006)
- Lloyd Ferguson '62 (2000)
- Debra J. Force '75 (2002)
- Belinda Brown Fouts '73 (2000)
- Robert H. Gifford '54 (2001)
- Robert Gillespie '66 (1987)
- Grant W. Kurtz '64 (2004)
- Margaret McDowell Lloyd '70 (2006)
- Myron F. McCoy '77 (2006)
- William A. McFadden '58 (1988, 1997)
- John E. McKinnie '54 (2002)
- Gregory L. Moore '76 (1995, 2004)
- Carol Young Poling '68 (1992, 2001)
- Nancy Reynolds Schneider '63 (2003)
- Alan L. Sippel '67 (1994, 2003)
- Paul L. Smith '57 (1996, 2005)
- Thomas R. Tritton '69 (2007)

Graduating Class Trustees

- Louise B. Cooley '06 (2006)
- Katie Elizabeth Jones '08 (2008)
- Marie A. Rymut '07 (2007)

B4. Faculty Committees

The standing faculty committees are either “Non-Overlap” or “Overlap” committees. Faculty may serve on only one Non-Overlap committee at a time but may serve on Overlap committees while serving on a Non-Overlap committee.

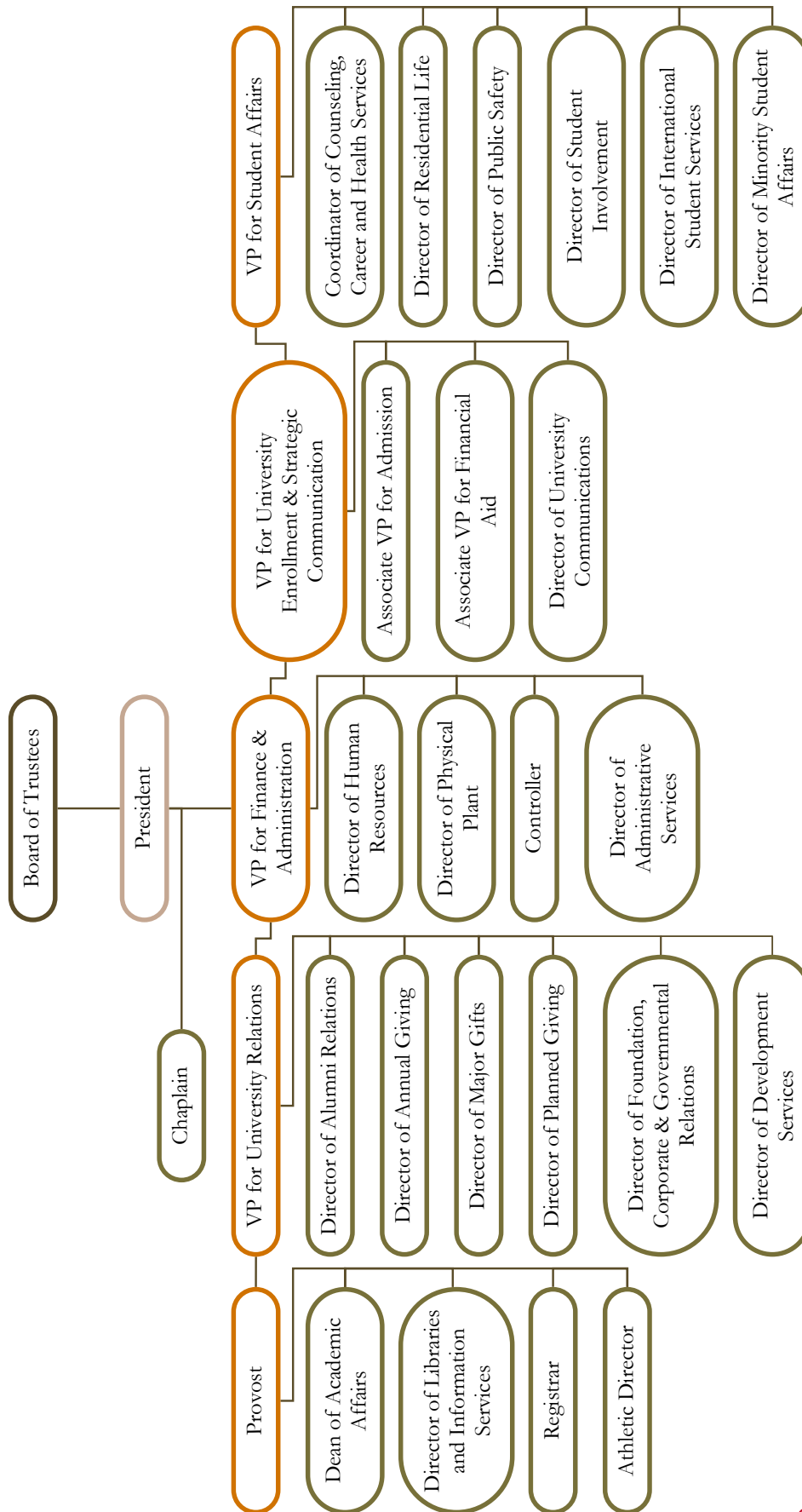
Non-Overlap

Committee on University Governance
Faculty Personnel Committee
Executive Committee of the Faculty
Academic Policy Committee
Committee on Teaching, Learning and Cross Cultural Programming
Academic Status Committee
Committee on Admission and Financial Aid
Committee on the Status of Women
Wesleyan Council on Student Affairs

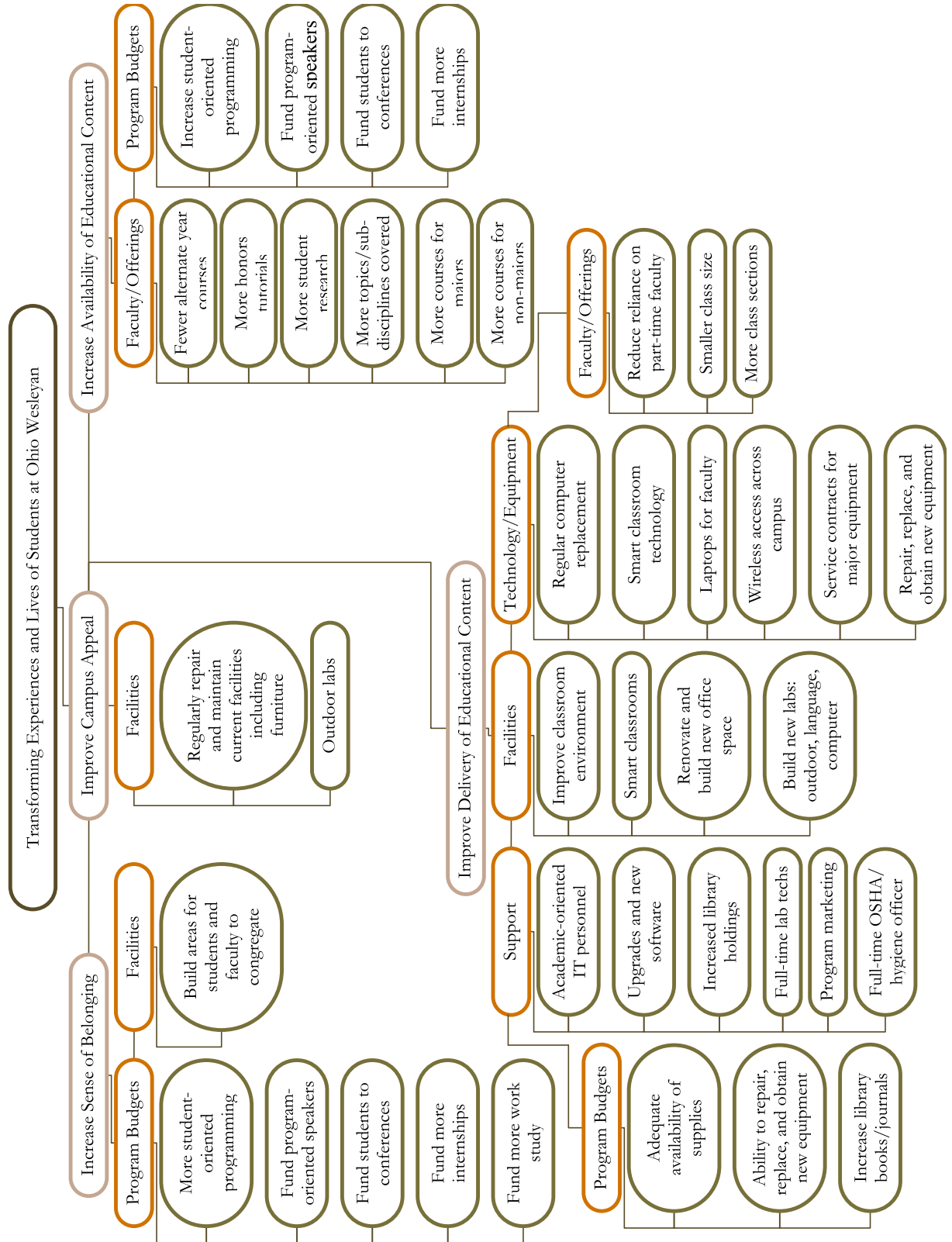
Overlap

Committee on Intercollegiate Athletics
Reappointment Appeals Committee
Trustee-Faculty Liaison Committee
Committee on Honorary Degrees
Assessment Committee
Academic Conduct Review Board
Affirmative Action Council
Ad Hoc Marketing Committee

B5. Organizational Chart



C1. Academic Programs Work Group Summary



C2. Goals and Measures for Ohio Wesleyan's General Education Program

The University's Statement of Aims, found at the beginning of the Catalog, describes our overall mission and contains three specific objectives, which speak to the development of student knowledge, competence and character. For the sake of ease or reference to these objectives, they are rewritten below in outline form.

"Ohio Wesleyan judges itself successful when it has accomplished three objectives in its work with students":

1. The first is to impart knowledge.
 - a. Included here is knowledge about our cultural past; a liberal education communicates
 - i. What great minds have thought
 - ii. What great artists have created
 - iii. What great leaders have done
 - b. Also included is new knowledge; a liberal education communicates what is being acquired on the frontiers of contemporary inquiry and current advances of the human spirit.
 - c. The objective of imparting knowledge begins with the conviction that it is intrinsically worthwhile to possess the knowledge and insight transmitted through
 - i. The humanities
 - ii. The arts
 - iii. The sciences
2. The second major objective is to develop and enhance certain important capabilities of students.
 - a. As they progress through the curriculum of the University, students make secure the foundation skills of
 - i. Reading
 - ii. Writing
 - iii. Quantitative analysis
 - b. They build on these skills the capacity to
 - i. Think critically and logically
 - ii. Employ the methods of the different fields of inquiry
 - iii. Understand the symbolic languages used to codify and communicate knowledge in today's society
 - c. They may develop aesthetic sensibilities or creative talents in several fields.
 - d. Many students learn to integrate theory with practice by preparing for careers within various disciplines and through pre-professional and professional programs.

3. The third objective is to place education in the context of values.
 - a. Liberal education seeks to develop in students
 - i. Understanding of themselves
 - ii. Appreciation of others
 - iii. Willingness to meet the responsibilities of citizenship in a free society
 - b. Liberal education recognizes that trained sensitivity to private and public value issues, grounded in a sound grasp of various cultural heritages, is important for maturation and for living a good life.
 - c. Liberal education accords high honor to intellectual honesty.
 - d. Consistent with our Methodist tradition, Ohio Wesleyan encourages concern for all religious and ethical issues and stimulates its students to examine their own views in light of these issues.

The objectives contained within the University's Statement of Aims are met within the curriculum, co-curriculum and extra-curriculum.

- The first objective is met through distribution requirements and requirements for majors and minors.
- The second objective is met through competency requirements, as well as distribution and major/minor requirements.
- The third objective, while addressed in many University courses and through the diversity requirement, is strengthened and solidified by the Sagan National Colloquium, the Academic Honesty Policy and through the many programs under the Chaplain's office.

The following tables summarize the aspects of Ohio Wesleyan's curriculum and co-curriculum that address the various sub-categories of the objectives.

Areas in the Curriculum, Co-curriculum and Extra-curriculum that
address the Objectives from OWU's Statement of Aims

	Objective 1						Objective 2						Objective 3									
	ai	aii	aiii	b	ci	cii	ciii	ai	aii	aiii	bi	bii	biii	c	d	ai	aii	aiii	b	c	d	
English competency																						
Foreign language competency																						
Writing across the curriculum																						
U designation																						
Diversity requirement																						
Quantitative requirement																						
Group 1 Social Science distribution																						
Group 2 Natural Science distribution																						
Group 3 Humanities distribution																						
Group 4 Arts distribution																						
Major or minor requirements																						
Off-campus programs																						
Internships, summer research, etc.																						
Sagan National Colloquium																						
Academic Honesty Policy																						
Programs through Chaplain's office																						
Athletic programs																						
Student Government (WCSA)																						
Fraternities/Sororities/Clubs																						

Measures used to assess the Objectives from OWU's Statement of Aims

	Objective 1									Objective 2									Objective 3			
	ai	aII	aIII	b	ci	cII	cIII	ai	aII	aIII	bi	bII	bIII	c	d	ai	aII	aIII	b	c	d	
Writing Assessment																						
Foreign Language Assessment																						
Quantitative Assessments																						
Watson-Glaser Critical Thinking Appraisal																						
OWU Exit Interview																						
Department/Program Assessment																						
National Survey of Student Engagement (NSSE)																						
Transcript Assessment																						
Defining Institutional Identity Survey																						

NSSE and the Statement of Aims

This table indicates what portion of the Statement of Aims is assessed by each relevant NSSE 2007 question.

	1ai	aii	aiii	b	ci	cii	ciii	2ai	aii	aiii	bi	bii	biii	c	d	3ai	aii	aiii	b	c	d
1a																					
1b																					
1c																					
1d																					
1e																					
1i																					
1k																					
1l																					
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11n																					
11o																					
11p																					

C3. Watson-Glaser Critical Thinking Appraisal

The table gives the average percentage of correct answers given by first-year students during orientation.

	Inferences	Assumptions	Deductions	Interpretations	Arguments	Overall
1998 (n=30)	60.47	65.00	69.26	71.90	78.14	69.33
2000 (238)	-	-	-	-	-	67.17
2001 (30)	59.52	64.17	78.15	71.43	79.26	71.17
2002 (188)	60.64	64.83	71.39	64.29	78.43	68.54
2003 (250)	55.49	65.90	67.69	60.11	73.42	65.02
2004 (229)	57.08	64.52	72.49	63.26	76.03	67.38
2005 (236)	53.87	59.37	70.76	64.28	71.85	64.64
2006 (249)	58.00	63.00	73.00	66.00	75.00	68.00
2007 (174)	59.03	68.32	71.65	63.38	72.16	67.21
2008 (431)	57.84	59.69	70.11	63.49	75.93	66.12

The table gives the average normalized percent of improvement by students who took the exam before their first year and after their senior year.

	Inferences	Assumptions	Deductions	Interpretations	Arguments	Overall
2001-2005 (30)	37.7	37.2	44.1	25.6	19.9	59.6
2002-2006 (30)	12.5	30.3	29.7	27.0	32.6	30.8
2003-2007 (30)	30.6	37.5	37.4	41.2	40.9	37.5
2004-2008 (29)	-9.2	16.7	55.9	-10.9	9.7	27.3

The table compares the average scores of first-year students, seniors and faculty/staff for all years.

	Inferences	Assumptions	Deductions	Interpretations	Arguments	Overall
First-years (1817, 2055 for overall)	57.4	63.1	71.0	63.8	74.9	66.7
Seniors (119)	72.6	80	83.6	77.6	83.4	79.8
Faculty/Staff (11)	87.0	95.5	92.9	92.2	92.9	92.3

C4. Student Success

These are suggestions made by faculty to improve student success as gathered by the Student Success and Satisfaction Work Group of Strategic Planning.

Complete 4-5 units of academic work per semester

- System to rate student's potential success in a course
- Require enrollment in more courses to allow for dropping courses
- Forbid enrolling in too many classes the first semester
- Workshops for advisors
- Special training for advisors of at-risk students
- Ensure meetings with advisor mid-semester
- Encourage enrollment in advisor's courses
- Schedule freshmen with classes every day
- Properly consider a third time slot on Tuesday-Thursday
- Add second-module courses, especially introductory
- Push back course drop date to encourage second-module courses
- Real-time online registration (problematic)

Pass at least lower level, non-major courses in each of the University's four divisions

- More 100-level courses targeted for non-majors
- Intensive study guidance at start of intro courses (brainstorm)
- Encourage utilization of SARC, WRC and Q-Center
- Attendance policies for intro courses
- In-class mentoring from upper-level students in intro courses
- Meeting between WRC staff and faculty with struggling students

Complete upper level courses across a number of departments

- Guidance about course appropriateness (numbering system review)
- Easily accessible online syllabi prior to registration

Complete a major

- Coordination between departments in cross-departmental majors
- Enable student progress through majors in heavily-enrolled majors
- Provide departments with lists of prospective majors, especially if advisor is outside the department
- Allow some students more than 5.5 units without charge (theatre students cannot work multiple productions)

Miscellaneous

- Continue orientation throughout the year
- Allow book budget to be shifted to journals
- Concerns about part-time faculty performance and budgets
- Proper classroom space (moveable chairs or projectors)
- Improved marketing for student enthusiasm
- Encourage student-faculty interactions outside class

C5. Position Requests and Approvals

First column is request, second is approval. A is an additional full-time faculty position, R is a replacement full-time faculty position and C is a change from a part-time to a full-time position.

	1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
ART	A		R	R	R	R	A	A	A						RRR	RR	R	R	A	
BOMI	RR	RR									A								A	
BWS							A										A		A	
CHEM	R	R							R	R										
ECON	R	R					AA		AA		AAR	R			AA	A	A		A	
EDUC							R	R	R	R				R			R	R	A	
ENG	R		R	R	A	A	RR	RR							RR	R	RR	RR	A	A
GEOL/GEOG																	R	R		
HIST			R	R			R	R											A	
HMCL	A		R	R			A		AA	A					R	R			A	
JOUR	A								R	R										
MATH	R	R																	R	R
MFL	A	A							R	R									RRRA	R
MUS			RR	RR					R	R					R	R			R	R
PE	R		C	C											R	R				
PG	A	A																	A	A
PHIL							A		R	R										
PHYS/ASTR									R	R										
PSYC			R	R	A	A														
REL																				
SOAN																				
THEA/DANC	A		R				A		R	R	A						R	R	RA	R
WGS									R	R							A		A	
ZOOL	AR	R	R	R	A	A	R	R	R	R							RA	R	A	A
Addition	7	2	0	2	2	2	8	2	4	0	6	1	3	0	2	1	4	0	14	4
Replacement	8	6	5	4	7	4	5	5	10	10	1	1	4	4	9	7	8	8	6	4
Total	15	8	6	4	10	7	13	7	14	10	7	2	7	4	11	8	12	8	20	8

D1. Departments and Majors

Departments are listed in **bold**, programs are listed in *italics*

Ancient, Medieval and Renaissance Studies

- Ancient studies
- Medieval studies
- Renaissance studies

Botany-Microbiology

- Biology
- Botany
- Microbiology
- Pre-biomedical engineering

Black World Studies

Chemistry

- Basic chemistry
- Basic biochemistry
- ACS certified chemistry
- ACS certified biochemistry
- Pre-engineering

East Asian Studies

Economics

- Economics
- Economics with management concentration
- Accounting

Education

- Early childhood
- Middle childhood
- Adolescence to young adult
- Multi-age

English

- Literature concentration
- Creative writing concentration
- Non-fiction writing concentration

Environmental Studies

Fine Arts

- Studio art concentration
- Art history concentration
- Major with license to teach

Geology-Geography

- Geography
- Professional geology
- General geology
- Earth science

History

Humanities-Classics

Humanities-Classics

Greek

Latin

International Business

International Studies

General

Developing countries

European

Journalism

Latin American Studies

Mathematics and Computer Science

Mathematics

Mathematics statistics

Computer science

Pre-Computer engineering

Modern Foreign Languages

French

German literature

German

Spanish

Music

Bachelor of Music

Choral

Instrumental

Music education

Bachelor of Arts

Applied music emphasis

History and literature emphasis

Theory emphasis

Neuroscience

Philosophy

Physical Education

General physical education

Sports and physical activity management concentration

Sports science concentration

Teaching certification concentration

Physics and Astronomy

Physics

Astrophysics

Pre-engineering

Politics and Government

Pre-Law

Pre-Medicine/Dentistry
Pre-Optometry
Pre-Veterinary Medicine
Pre-Physical Therapy
Pre-Public Administration

Psychology

Religion

Religion
Pre-Theology

Sociology/Anthropology

Theatre and Dance

Theatre
Dance Theatre

Urban Studies

Women's and Gender Studies

Zoology

Biology
Pre-Professional zoology
General zoology
Genetics

The colored sections mark the type of assessment used in each department. Departments are listed first and programs within departments or interdepartmental programs are listed below.

	Portfolio/ senior work	Pre-post test/ paper	Test/ paper	Official test scores	Course survey	Exit survey	Alumni study	Other
BOMI								
CHEM								
ECON								
EDUC								
ENG								
ART								
GEOG								
GEOL								
HIST								
HMCL								
JOUR								
MATH/CS								
MFL								
MUSI								
PHIL								
PE								
PHYS/ASTR								
PG								
PSYC								
REL								
SOAN								
THEA								
ZOOL								
AMRS								
BWS								
EAS								
ENVS								
IS								
LAS								
NEUR								
URBS								
WGS								
	2006-2007	2007-2008	both years					

E1. General Education Requirements

Requirements for a BA degree are:

Competence Courses

- Freshman English (or exemption from)
- Foreign Languages (2 units or exemption from)
- Writing Across the Curriculum (3 courses)
- Cultural Diversity course
- Quantitative Reasoning course

Distribution Requirements

- Social Sciences (3 units, 1 in one department, 2 in another)
- Natural Sciences/Math/CS (3 units, 1 in one department, 2 in another or 3 in discipline (if not a major), no more than 2 Math/CS)
- Humanities (3 units, no more than 2 in one department)
- Arts (1 unit)

Graduation Requirements

- 34 units (no more than 13 in one discipline or 17 in one department)
- 31 full-unit courses or modules in a department
- 15 units 250 or above
- 16 units earned at Ohio Wesleyan
- 2.00 cumulative GPA
- 2.00 in a major

E2. Capstones

	Independent Study	Directed Reading	Seminar	Apprenticeship	Portfolio, art show, perform	Thesis	Project	Internship	Research	Supplementary Major
AMRS										
BOMI/ZOOL										
BWS										
CHEM										
EAS										
ECON/EMAN/ACCT										
EDUC										
ENG										
ENVI										
ART										
GEOG										
GEOL										
HIST										
HMCL										
INTB										
JOUR										
LAS										
MATH										
CS										
MFL										
MUS										
NEUR										
PHIL										
PE										
PHYS/ASTR										
PG										
P-LAW										
P-MED/DEN										
P-ADMIN										
PSYC										
REL										
SOAN										
THEA/DANC										
URB										
WGS										
required	available	optional requirement								

E3. Off-Campus Study

The first chart represents the location and number of students studying there between Fall 1998 and Spring 2008. The second is the academic year and total number of students off-campus.

Spain	162
Philadelphia	114
New York City	99
United Kingdom	74
Washington, D.C.	71
Australia	35
France	34
Ireland	23
Japan	21
Germany	18
Switzerland	17
Italy	14
Austria	12
Argentina	9
Greece	7
China	7
New Zealand	7
Chicago	6
Ecuador	6
Czech Republic	6
Chile	4
Kenya	4
Wood's Hole, MA	3
Costa Rica	3
Mexico	3
Traveling Europe	3
British West Indies	2
Russia	2
Zimbabwe	2
Nepal	2
Atlanta	1
Oak Ridge, TN	1
Dayton	1
Nashville	1
Utah	1
Canada	1
Puerto Rico	1
Hungary	1
Iceland	1
South Africa	1
Jordan	1
India	1
Korea	1
Israel	1
Philippines	1

1998-1999	103
1999-2000	84
2000-2001	75
2001-2002	85
2002-2003	65
2003-2004	70
2004-2005	83
2005-2006	63
2006-2007	77
2007-2008	81

E4. Dehne Alumni Study 2003

How much did OWU contribute to:	Greatly	Very much	Contributed	Little	Nothing
Developing ethical standards and values	32	31	24	9	5
Appreciating literature and the fine arts	45	28	19	6	2
Writing and speaking effectively	38	33	25	4	2
Engaging in lifelong learning	37	31	25	4	4
Improving thinking and reasoning skills	37	39	19	3	1
Developing self confidence	34	34	26	3	3
Getting along with people whose attitudes and opinions are different from my own	31	36	22	7	4
Developing leadership skills	27	31	26	11	6
Interacting well with people from racial groups or cultures different from my own	31	22	27	11	9
Working as a team member	25	25	32	11	7
Developing problem solving skills	32	31	30	5	2
Exercising my rights, responsibilities and privileges as a citizen	27	28	34	5	6
Setting clear goals	25	24	38	9	5
Actively participating in volunteer work to support worthwhile causes	23	22	31	13	11
Developing original ideas	30	33	29	6	3
Applying scientific knowledge and skills	22	24	26	15	13
Applying mathematics and statistics	15	14	26	21	23
Providing direction toward my current career	29	25	21	13	13
Developing skills and habits I use in my personal and professional life today	33	34	25	4	4
Developing an interest in exploring new ideas or situations	39	33	24	2	2
Preparing me to live a creative and dynamic life	32	31	27	6	4

F1. OWU Sports

Men's Varsity

- Baseball
- Basketball
- Cross Country
- Football
- Golf
- Lacrosse
- Soccer
- Swimming/Diving
- Tennis
- Indoor Track and Field
- Outdoor Track and Field

Women's Varsity

- Basketball
- Cross Country
- Field Hockey
- Lacrosse
- Soccer
- Softball
- Swimming/Diving
- Tennis
- Indoor Track and Field
- Outdoor Track and Field
- Volleyball

Intramurals full season

- Basketball
- Dodgeball
- Flag Football
- Racquetball
- Soccer
- Softball
- Tennis
- Volleyball

Intramurals tournaments only

- Basketball
- Cornhole
- Softball
- Ultimate Frisbee
- Whiffle Ball

Club

- Cricket
- Cycling
- Dance
- Equestrian
- Ice Hockey
- Ice Skating
- Marital Arts
- Men's Rugby
- Men's Volleyball
- Sailing
- Scuba Diving
- Skiing
- Soccer
- Squash
- Women's Rugby

F2. Spring and Summer Mission Week

This chart represents the number of teams and number of participants in the programs offered through the Chaplain and Community Service Offices each year.

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Teams	5	6	8	8	11	10	10	10
Participants (students, faculty and staff)	59	83	90	101	133	109	110	123

F3. Student Satisfaction

Results are from the report of the Student Success and Satisfaction Work Group of Strategic Planning, as reported in May 2006. Those concerns listed as “expanded opportunities” would require substantial policy or financial changes as opposed to other changes that might be less expensive or only require minor policy adjustments.

Category	% (n=220)	Concern	% of category
Food (n=167)	75.91	Health/variety (fresh vegetables, vegetarian, cleanliness, quality)	45.51
		Availability (locations, hours, weekends)	20.96
		Expanded opportunities (off-campus, Smith renovations, Ham-Will space)	19.16
		Pricing (too expensive)	11.38
		Other	3
Housing (150)	68.18	Health/safety (upgrades, amenities, cleanliness)	44
		Selection (off campus and upperclassmen options)	22
		Assorted issues (swipe cards, heating/cooling, break living)	14.66
		Expanded opportunities (more SLUs, singles, AC)	11.33
		Assorted amenities (furniture, laundry, phones)	8
Academic (115)	52.27	Expanded opportunities (internships, electives, honors, majors, professors, facilities, class times)	42.74
		Requirements/curriculum (major electives, online register, simplify add/drop, fewer requirements, summer schedule before spring registration)	20.48
		Professors (diversity, advising, expand faculty)	20.13
		Student standards (higher quality, more help)	14.04
		Other (time between classes)	2.6
Social (68)	30.91	Expanded opportunities (non-alcohol activities, events, shows, bands, Greek coordinator, rec center, ping pong, billiards, movies)	52.94
		Creating community (communication about activities, appreciate diversity, school spirit, weekend programming)	47.06

Category	% (n=220)	Concern	% of category
Athletics/Fitness (59)	26.82	Expanded fitness opportunities	48.54
		Expanded athletic opportunities (indoor)	42.98
		Funding (budget equality)	8.47
Campus Facilities (50)	22.73	Expanded opportunities (AC and heating, renovations, student union/lounge areas)	46
		Safety/Convenience (lighting, cracked sidewalks, de-icing, handicap)	36
		Other (landscaping, recycling)	18
Parking (43)	19.55	Expanded opportunities (more spaces)	72.09
		Fees	18.6
		Other	9.3
Residential Staff (35)	15.91	(not professional, diverse, polite)	15.91
Tuition (34)	15.45	(free cable, share what increases are for)	15.45
Computers/Internet (28)	12.7	(wireless)	12.7
Public Safety (20)	9.09	Feel unsafe	60
		Too strict	40
Campus Calendar (18)	8.18	Finals/breaks (start winter earlier, longer mid-semester)	50
		National holidays	44.44
		Expanded opportunities (campus-wide internet calendar)	5.56
Bookstore (14)	6.36	(prices, unfriendly, buy-back policy)	6.36
Drinking Policy (5)	2.27	(too lenient or strict)	2.27
Miscellaneous (54)	24.55	Campus services (mail room/admin office hours, faster repairs, higher pay for jobs, staff courtesy)	33.33
		Expanded Opportunities (more students, Rte 23 shuttles on weekdays)	33.33
		Assorted issues	33.33

F4. Federal Compliance

Credits, Program Length and Tuition

Ohio Wesleyan awards “units” of credit toward graduation. Most semester courses are worth 1.0 unit of graduation credit. Associated laboratories (in the sciences) add an additional 0.25 units to a course’s total. Unit courses meet between three and four hours per week. Labs meet between two and three hours per week. As stated on p. 16 of the 2008-09 Ohio Wesleyan Catalog, “Ohio Wesleyan’s unit of credit is defined as equivalent to 3.75 semester hours or 5.5 quarter hours.”

The length of Ohio Wesleyan’s semesters is fifteen weeks. In the fall there are three days of break included in these fifteen weeks (increased from two days of break prior to 2008-09). In the spring there is one reading day included in the fifteen weeks of the semester.

Ohio Wesleyan’s tuition (as well as fees and average cost of room and board) are found in the major admission brochure and on the Admission Web page (<http://admission.owu.edu/glance.html>). Our tuition is comparable to that of other GLCA schools (see Figure 2.13). Tuition for full-time students is the same for all programs.

Institutional Compliance with the Higher Education Reauthorization Act (Title IV)

	FY 2006	FY 2005	FY 2004
Default Rate	1.6%	0.5	3.3
Number in Default	8	3	14
Number in Repay	490	512	412

Institution’s Advertising and Recruitment Materials

Ohio Wesleyan’s admission materials are revised annually. The overall message of these documents was developed in consultation with the marketing firm Ologie to reflect the character of Ohio Wesleyan’s people and programs. Data and information provided in these materials is up-to-date and consistent with the university’s Catalog. Copies of the most recent admission materials are available in the resource room (5.3).

The university’s accreditation affiliation with the Higher Learning Commission is listed in the 2008-09 Catalog (1.1, p.2), the Viewbook (5.3.1, p.20) and on the OWU Web site (<http://admission.owu.edu>).

Professional Accreditation

The Department of Music is accredited by the National Association of Schools of Music (NASM). The last accreditation visit was in 2001. The Department of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). The last accreditation visit was in 2006. The Department of Chemistry is accredited by the American Chemical Society (ACS). The last full review was in 2006.

Dual Institutional Accreditation

Ohio Wesleyan does not hold affiliation with another federally-recognized accrediting body.

Public Notification of Comprehensive Evaluation Visit

Public notices of the Ohio Wesleyan comprehensive visit were printed in the Winter 2008 *Ohio Wesleyan Magazine* and in the *Delaware Gazette* and the *Columbus Dispatch* in January 2008. Copies of these notices are available in the resource room (5.1, 3.15).

F5. CIRP

	2004												2003															
	OWU				Highly Selective 4-year Religious				4-year Religious				OWU				Highly Selective 4-year Religious				4-year Religious							
	n	M	F	All	M	F	All	All	M	F	All	M	F	All	M	F	All	M	F	All	M	F	All					
High school grades																												
A/A+		21.4	29.2	25.7	23.8	36.6	31.2	17.8	29.7	24.5	19.6	39.1	31.3	23.7	36.9	31.3	17.4	29.8	24.5	19.6	20.9	20.4	25.4	29.3	27.7	19.4	25.6	22.9
A-		15.9	26.9	21.9	24.9	28.9	27.2	19.7	25.7	23.1	19.0	9.6	13.3	20.4	17.6	18.8	19.5	18.8	19.1	25.5	21.7	23.2	20.1	12.5	15.7	23.4	16.7	19.6
B+		19.8	19.6	19.7	20.4	17.6	18.8	19.2	18.2	18.6	11.8	4.8	7.6	6.7	2.6	4.3	10.4	5.3	7.5	3.3	1.7	2.3	2.3	0.7	1.3	6.3	2.7	4.2
B		21.4	16.4	18.7	20.9	13.0	16.4	22.2	17.3	19.4	383									1.3	2.2	1.8	1.3	0.4	0.8	3.6	1.2	2.2
B-		11.0	5.0	7.7	6.2	2.7	4.2	10.4	5.4	7.5	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.0	0.1	3.8	2.2	2.9	3.3	2.6	2.9	4.6	4.5	4.6
C+		7.7	2.3	4.7	2.4	0.9	1.6	6.0	2.4	4.0	0.6	2.2	1.6	4.0	4.8	4.4	4.0	4.0	4.0	12.2	12.7	12.5	14.8	15.1	15.0	18.9	18.9	18.9
C		2.2	0.5	1.2	1.4	0.2	0.7	4.5	1.2	2.6	385									8.3	11.4	10.1	15.8	15.8	15.8	19.4	18.3	18.8
D		0.5	0.0	0.2	0.1	0.0	0.0	0.2	0.1	0.1	42.9	41.0	41.8	44.8	43.4	44.0	38.6	38.2	38.3	32.1	30.6	31.2	18.2	20.3	19.4	14.5	16.2	15.4
5 or less		2.7	1.8	2.2	3.3	3.0	3.1	4.7	4.7	4.7	328									3.8	4.1	4.0	1.9	2.0	2.0	2.8	3.4	3.1
6-10		0.5	1.4	1.0	3.4	3.3	3.4	4.0	4.8	4.4	0.8	2.6	1.8	1.3	1.9	1.6	2.4	2.9	2.7	0.6	2.2	1.6	3.1	2.8	2.9	4.1	4.0	4.0
11-50		18.7	11.0	14.1	16.1	15.5	15.8	20.8	20.7	20.8	1.5	2.6	2.1	1.2	1.9	1.6	2.5	3.2	2.9	12.2	12.7	12.5	14.8	15.1	15.0	18.9	18.9	18.9
51-100		10.8	13.7	12.4	17.3	15.9	16.5	18.1	17.9	18.0	0.8	3.1	2.1	2.4	2.7	2.6	3.4	4.1	3.8	8.3	11.4	10.1	15.8	15.8	15.8	19.4	18.3	18.8
101-500		37.3	42.0	39.9	41.7	41.7	41.7	37.9	37.1	37.5	2.3	3.6	3.0	2.4	2.8	2.6	3.6	4.6	4.1	42.9	41.0	41.8	44.8	43.4	44.0	38.6	38.2	38.3
over 500		30.8	30.1	30.4	18.2	20.5	19.5	14.6	14.7	14.7	4.5	8.7	7.0	5.5	6.4	6.0	6.6	8.0	7.3	32.1	30.6	31.2	18.2	20.3	19.4	14.5	16.2	15.4
under 10000		3.5	4.4	4.0	1.8	2.1	2.0	3.1	3.4	3.2	10.6	6.6	8.2	6.7	8.4	7.6	9.3	10.6	10.0	3.8	4.1	4.0	1.9	2.0	2.0	2.8	3.4	3.1
10000-14999		1.2	2.2	1.7	1.4	1.8	1.6	2.2	2.8	2.5	4.5	12.2	9.1	8.5	9.8	9.3	11.5	11.8	11.6	0.8	2.6	1.8	1.3	1.9	1.6	2.4	2.9	2.7
15000-19999		2.9	2.2	2.5	1.4	2.0	1.7	2.1	2.8	2.5	0.8	2.6	2.1	1.2	1.9	1.6	2.5	3.2	2.9	1.5	2.6	2.1	1.2	1.9	1.6	2.5	3.2	2.9
20000-24999		0.6	1.1	0.8	2.2	3.0	2.6	3.5	4.2	3.9	0.8	3.1	2.1	2.4	2.7	2.6	3.4	4.1	3.8	0.6	1.1	0.8	2.2	3.0	2.6	3.4	4.1	3.8
25000-29999		2.9	2.7	2.8	2.3	3.4	2.9	3.7	4.5	4.1	2.3	3.6	3.0	2.4	2.8	2.6	3.6	4.6	4.1	2.9	2.7	2.8	2.3	3.4	2.9	3.7	4.5	4.1
30000-39999		2.9	6.6	4.8	5.0	6.4	5.8	6.7	8.3	7.6	4.5	8.7	7.0	5.5	6.4	6.0	6.6	8.0	7.3	2.9	6.6	4.8	5.0	6.4	5.8	6.7	8.3	7.6
40000-49999		6.4	7.1	6.8	7.0	8.1	7.6	9.3	10.2	9.8	6.4	7.1	6.8	7.0	8.1	7.6	9.3	10.2	9.8	6.4	7.1	6.8	7.0	8.1	7.6	9.3	10.6	10.0
50000-59999		8.8	8.8	8.8	9.0	10.3	9.8	10.8	11.7	11.3	6.4	7.1	6.8	7.0	8.1	7.6	9.3	10.2	9.8	6.4	7.1	6.8	7.0	8.1	7.6	9.3	10.6	10.0
60000-74999		8.2	13.7	11.0	12.3	13.6	13.0	13.8	14.0	13.9	8.8	8.8	8.8	9.0	10.3	9.8	10.8	11.7	11.3	8.2	13.7	11.0	12.3	13.6	13.0	13.8	14.0	13.9
75000-99999		21.1	17.6	19.3	16.9	15.4	16.0	16.3	13.9	15.0	21.1	17.6	19.3	16.9	15.4	16.0	16.3	13.9	15.0	19.7	15.8	17.4	19.4	16.8	17.9	15.1	12.5	13.6
100000-149999		17.5	16.5	17.0	18.0	16.6	17.2	14.2	12.8	13.4	17.5	16.5	17.0	18.0	16.6	17.2	14.2	12.8	13.4	19.7	15.8	17.4	19.4	16.8	17.9	15.1	12.5	13.6
150000-199999		9.9	7.7	8.8	8.4	7.0	7.6	5.8	5.1	5.4	9.9	7.7	8.8	8.4	7.0	7.6	5.8	5.1	5.4	7.6	7.7	7.6	7.9	7.2	7.5	5.7	4.7	5.1
200000 or more		14.0	9.3	11.6	14.3	10.3	12.1	8.6	6.4	7.3	14.0	9.3	11.6	14.3	10.3	12.1	8.6	6.4	7.3	16.7	9.7	12.5	13.1	11.4	12.1	7.8	6.9	7.3
Hearing		0.5	0.0	0.2	0.6	0.6	0.6	0.8	0.8	0.8	0.5	0.0	0.2	0.6	0.6	0.6	0.8	0.8	0.8	0.5	0.0	0.2	0.6	0.6	0.6	0.8	0.8	0.8
Speech		0.0	0.0	0.0	0.3	0.2	0.3	0.4	0.2	0.3	0.0	0.0	0.0	0.3	0.2	0.3	0.4	0.2	0.3	0.0	0.0	0.0	0.3	0.2	0.3	0.4	0.2	0.3
Orthopedic		1.1	0.5	0.7	0.5	0.7	0.6	0.6	0.6	0.6	1.1	0.5	0.7	0.5	0.7	0.6	0.6	0.6	0.6	1.1	0.5	0.7	0.5	0.7	0.6	0.6	0.6	0.6
Learning		10.3	6.8	8.4	5.7	3.5	4.4	5.2	3.8	4.4	10.3	6.8	8.4	5.7	3.5	4.4	5.2	3.8	4.4	10.3	6.8	8.4	5.7	3.5	4.4	5.2	3.8	4.4
Health		1.6	0.9	1.2	1.0	1.4	12.2	1.2	1.5	1.3	1.6	0.9	1.2	1.0	1.4	12.2	1.2	1.5	1.3	1.6	0.9	1.2	1.0	1.4	12.2	1.2	1.5	1.3
Sight		2.7	1.8	2.2	1.1	1.2	1.2	1.1	1.3	1.2	2.7	1.8	2.2	1.1	1.2	1.2	1.1	1.3	1.2	2.7	1.8	2.2	1.1	1.2	1.2	1.1	1.3	1.2
Other		2.2	1.8	2.0	1.5	1.0	1.2	1.8	1.2	1.4	2.2	1.8	2.0	1.5	1.0	1.2	1.8	1.2	1.4	2.2	1.8	2.0	1.5	1.0	1.2	1.8	1.2	1.4
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