WESTMINSTER COLLEGE

Northwest Commission on Colleges and Universities
Westminster College
Year Seven Comprehensive Self-Evaluation Report

Submitted March 2, 2020
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Foreword

Westminster College’s Self-Study for the Northwest Commission on Colleges and Universities is the culmination of intensive, conscientious work performed across campus and over the past year. The contributors range from faculty and staff who have worked on the campus for decades to new administrators who have been part of the College for less than a year. Their work attends to the standards of quality and effectiveness expected as part of accreditation review, but also includes the kind of assessment and self-reflection that make the process valuable to the institution as a whole.

Westminster College is at a particular juncture in its nearly 150-year history. We face the same challenges as most private institutions, whether shifts in enrollment patterns or the pervasive, public skepticism about the value of higher education. At the same time, Westminster has the talent, assets, and distinctiveness to thrive in the decades to come. This self-study provides both an excellent overview of the past trajectory of the college and the positioning underway for the future.

I hope you enjoy reading it and look forward to the conversations that it will undoubtedly inspire.

Sincerely,

Bethami A. Dobkin, Ph.D
President
Note to Readers

This version of the Westminster self-evaluation report includes only the College's direct responses to NWCCU’s eligibility requirements and accreditation standards. The full report that was submitted to NWCCU includes thousands of pages of supporting documentation that are not included here for reasons of confidentiality. Also, all hyperlinks in this copy of the report have been disabled.

NWCCU Self-Study Steering Committee

Lance Newman, Dean of the School of Arts and Sciences
Paul Presson, Accreditation Liaison Officer
Nichole Greenwood, Director of Institutional Research, Planning, and Effectiveness
Beth Dobkin, President
Debbie Tahmassebi, Provost
Melanie Agnew, Dean of the School of Education
Richard Badenhausen, Dean of the Honors College
Orn Bodvarsson, Dean of the Bill and Vieve Gore School of Business
Daniel Cairo, Director of Student Diversity and Inclusion Center
Christie Fox, Director of Retention & Student Success
Julie Freestone, Executive Director of Human Resources
Peter Greco, Vice President and Chief Information Officer
James Hedges, Director of Professional and Continuing Education
Kathryn Holmes, General Counsel and Chief Risk Officer
Erica Johnson, Vice President for Enrollment Management
Christopher LeCluyse, WCore Director
Daniel Lewis, Vice President for Institutional Advancement
Karnell McConnell-Black, Vice President of Student Affairs and Dean of Students
David Perry, Director of Academic Administration
Sheryl Steadman, Dean of the School of Nursing and Health Sciences
Tamara Stevenson, Interim Vice President for Diversity, Equity, and Inclusion
Emily Swanson, Director of the Library
Syd Tervort, Managing Director of Financial Affairs
Institutional Overview

Westminster College is a private comprehensive college, founded in 1875, that integrates the liberal arts with professional education at both the undergraduate and graduate levels. The College is comprised of the School of Arts and Sciences, the Bill and Vieve Gore School of Business, the School of Education, the School of Nursing and Health Sciences, and the Honors College. There is also a Professional and Continuing Education Program that collaborates with the schools and external partners to offer programming for adult learners.

The Westminster Experience is structured by five College-wide learning goals that prepare students for lives of consequence in a rapidly changing world: critical thinking, creativity, collaboration, communication, and global responsibility. Westminster is a challenging and supportive learning environment that is defined by individualized instruction and intensive mentoring. Our faculty employ research-validated high-impact educational practices and data-informed innovations to improve engagement, outcomes, and success for all students. The College is committed to purposeful inquiry and the intentional application of knowledge to real-world problems through civic engagement. We blend classroom education with the experiential learning opportunities afforded by our distinctive location in Salt Lake City, a global crossroads at the meeting point of the Rocky Mountains, the Colorado Plateau, and the Great Basin.

The Westminster community of teachers and learners holds the following core values: impassioned teaching and active learning, respect for diverse people and perspectives, collaboration and teamwork, personal and social responsibility, college-wide excellence, and high ethical standards.


Undergraduate Programs: Westminster confers Bachelor of Science, Bachelor of Arts, and Bachelor of Fine Arts degrees with 41 undergraduate majors and 38 minors. Students complete one of two distinctive general education curriculums: WCore and Honors. The McNair Scholars program, Legacy Scholars program, Katherine W. Dumke Center for Civic Engagement, Environmental Center, Center for Diversity and Inclusion, and other initiatives offer students complementary learning opportunities and support.

Graduate Programs: Westminster offers 15 graduate degree programs: Master of Accountancy (MACC); Master of Arts in Community Leadership (MACL); Master of Arts in Teaching
(MAT); Master of Business Administration (MBA); Master of Business Administration in Technology Commercialization (MBATC); Master of Education (MED); Master of Science in Applied Psychology (MSAPP); Master of Science in Nurse Anesthesia (MSNA); Master of Science in Nursing-Family Nurse Practitioner (MSN-FNP); Master of Science in Mental Health Counseling (MSMHC); Master of Strategic Communication (MSC); Master of Public Health (MPH); Project-Based MBA (PMBA); and Postgraduate Doctorates of Nursing Practice and Nurse Anesthesia (DNP and DNPA).

**Student Life:** The Associated Students of Westminster (ASW) provides a forum for student concerns, represents students in the shared governance of the College, and manages 57 clubs and organizations including Alphabet Soup, Girl Up, the Creators’ Collective, the Theatre Society, NAMI on Campus, and Discover Utah. Westminster College Athletics is a member of the Rocky Mountain Athletic Conference (RMAC) and NCAA Division II. Westminster has two traditional dormitories, as well as three apartment-style residence halls. Each apartment houses two to six students, and features private bedrooms, two bathrooms, and a common kitchen and living area. In addition, there are a small number of off-campus, College-owned houses and apartments available for qualified students.

**2018-19 Fast Facts**
1. The College enrolled 1,968 undergraduate and 509 graduate students.
2. Full-time undergraduate tuition and fees totaled $34,000 per year.
3. Room and board costs range from $8,690 to $12,418.
4. 95% of undergraduate and 71% of graduate students received financial aid.
5. Students come from 44 states and 23 countries.
6. The average age of undergraduates is 22; graduate student average age is 33.
7. The average ACT score for incoming freshmen is 24.0.
8. The average GPA of incoming freshmen is 3.57.
9. 26% of our entering freshmen are students of color.
10. 3% of our entering freshmen are international students.
11. The student-faculty ratio is 8:1.
12. The College employs 154 full-time faculty and 242 part-time faculty.
13. The approved budget for 2018-2019 was $63,047,640.
14. The College’s endowment was $86,361,000.
Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information
Westminster College

Mailing Address: 1840 South 1300 East
Address 2:
City: Salt Lake City
State/Province: Utah
Zip/Postal Code: 84105
Main Phone Number: 801-484-7651
Country: USA

Chief Executive Officer
Title (Dr., Mr., Ms., etc.): Dr.
First Name: Bethani
Last Name: Dobkin
Position (President, etc.): President
Phone: 801-832-2550
Email: bddobkin@westminstercollege.edu

Accreditation Liaison Officer
Title (Dr., Mr., Ms., etc.): Dr.
First Name: Paul
Last Name: Presson
Position (President, etc.): ALO
Phone: 801-832-2424
Email: pkpresson@westminstercollege.edu

Chief Financial Officer
Title (Dr., Mr., Ms., etc.): Mrs.
First Name: Sydney
Last Name: Tervort
Position (President, etc.): Managing Director of Financial Affairs
Phone: 801-832-2133
Email: stervort@westminstercollege.edu
Institutional Demographics

Institutional Type *(Choose all that apply)*

- ☒ Comprehensive
- ☐ Specialized
- ☐ Health-Centered
- ☐ Religious-Based
- ☐ Native/Tribal
- ☐ Other (specify): _______

Degree Levels *(Choose all that apply)*

- ☐ Associate
- ☒ Baccalaureate
- ☒ Master
- ☐ Doctorate
- ☐ If part of a multi-institution system, name of system: ______

Calendar Plan *(Choose one that applies)*

- ☐ Semester
- ☐ Quarter
- ☐ 4-1-4
- ☐ Trimester
- ☒ Other (specify): 4-4-1____

Institutional Control

- ☐ City
- ☐ County
- ☐ State
- ☐ Federal
- ☐ Tribal

- ☐ Public
- ☒ Non-Profit
- ☐ Private/Independent
- ☐ For-Profit
**Students (all locations)**

**Full-Time Equivalent (FTE) Enrollment** (Formula used to compute FTE: IPEDS)

**Official Fall:** 2018 (most recent year) FTE Student Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year: 18-19</th>
<th>One Year Prior: 17-18</th>
<th>Two Years Prior: 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>1982</td>
<td>2064</td>
<td>2112</td>
</tr>
<tr>
<td>Graduate</td>
<td>392</td>
<td>415</td>
<td>421</td>
</tr>
<tr>
<td>Professional</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unclassified</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total all levels</td>
<td>2374</td>
<td>2479</td>
<td>2533</td>
</tr>
</tbody>
</table>

**Full-Time Unduplicated Headcount Enrollment.** (Count students enrolled in credit courses only.)

**Official Fall:** 2018 (most recent year) Student Headcount Enrollments

<table>
<thead>
<tr>
<th>Classification</th>
<th>Current Year: 18-19</th>
<th>One Year Prior: 17-18</th>
<th>Two Years Prior: 16-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>2195</td>
<td>2344</td>
<td>2422</td>
</tr>
<tr>
<td>Graduate</td>
<td>593</td>
<td>608</td>
<td>714</td>
</tr>
<tr>
<td>Professional</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Unclassified</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total all levels</td>
<td>2788</td>
<td>2952</td>
<td>3136</td>
</tr>
</tbody>
</table>
**Faculty** (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

**Total Number: 154** Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

<table>
<thead>
<tr>
<th>Rank</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Less than Associate</th>
<th>Associate</th>
<th>Bachelor</th>
<th>Masters</th>
<th>Specialist</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td><strong>51</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>2</strong></td>
<td>N/A</td>
<td>N/A</td>
<td><strong>49</strong></td>
</tr>
<tr>
<td>Associate Professor</td>
<td><strong>47</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>13</strong></td>
<td>N/A</td>
<td>N/A</td>
<td><strong>34</strong></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td><strong>56</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td><strong>14</strong></td>
<td>N/A</td>
<td>N/A</td>
<td><strong>42</strong></td>
</tr>
<tr>
<td>Instructor</td>
<td>N/A</td>
<td><strong>1</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>N/A</td>
<td><strong>243</strong></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Faculty (all locations)**

**Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.** Include only full-time personnel with professional status who are primarily assigned to instruction or research.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean Salary</th>
<th>Mean Years of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>88,971</td>
<td>20</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>74,489</td>
<td>11</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>66,554</td>
<td>3</td>
</tr>
<tr>
<td>Instructor</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Lecturer and Teaching Assistant</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Research Staff and Research Assistant</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form:

- Statement of Cash Flows
  - 2019
  - 2018
  - 2017
- Balance Sheet—collapsed to show main accounts only; no details
  - 2019
  - 2018
  - 2017
- Operating Budget
  - 2019
  - 2018
  - 2017
- Capital Budget
  - FY2017-2019
- Projections of Non-Tuition Revenue
  - FY2017-2019
New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2014-2019 (YYYY-YYYY) approved by the institution’s governing body. If NONE, so indicate. Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.

* This listing does not substitute for a formal substantive change submission to NWCCU

<table>
<thead>
<tr>
<th>Substantive Change</th>
<th>Certificate/Degree Level</th>
<th>Program Name</th>
<th>Discipline or Program Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>Undergraduate Minor</td>
<td>Data Science</td>
<td>School of Arts and Sciences</td>
</tr>
<tr>
<td>New</td>
<td>Undergraduate Major</td>
<td>Education Studies</td>
<td>School of Education</td>
</tr>
<tr>
<td>New</td>
<td>Undergraduate Major</td>
<td>Outdoor Education and Leadership</td>
<td>School of Education</td>
</tr>
<tr>
<td>New</td>
<td>Undergraduate Major</td>
<td>Sports Management</td>
<td>School of Business</td>
</tr>
<tr>
<td>New</td>
<td>Undergraduate Minor</td>
<td>Entrepreneurship</td>
<td>School of Business</td>
</tr>
<tr>
<td>New</td>
<td>Doctorate</td>
<td>Nursing Practice</td>
<td>School of Nursing</td>
</tr>
<tr>
<td>New</td>
<td>Doctorate</td>
<td>Nursing Practice – Anesthesia</td>
<td>School of Nursing</td>
</tr>
</tbody>
</table>
Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the names of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the total number of academic credit courses offered at the site.
- **Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>City, State, Zip</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.

* This listing does not substitute for a formal substantive change submission to NWCCU

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>Degree/Certificate Name/Level</th>
<th>Program Name</th>
<th>Student Enrollment (Unduplicated Headcount)</th>
<th>On-Site Staff (Yes or No)</th>
<th>Co-Sponsoring Organization (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the names of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the total number of academic credit courses offered at the site.
- **Student Headcount** – report the total number (unduplicated headcount) of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the total number (unduplicated headcount) of faculty (full-time and part-time) teaching at the site.

### Programs and Academic Credit Offered at Sites outside the United States

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>City, State, Zip</th>
<th>Degree Programs</th>
<th>Academic Credit Courses</th>
<th>Student Headcount</th>
<th>Faculty Headcount</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Preface

Update on Institutional Changes Since Last Report

This preface summarizes institutional changes since June 2016, when the Northwest Commission on Colleges and Universities accepted Westminster College’s Mid-Cycle Report and reaffirmed the College’s accreditation. During these four years, there has been significant change across the College, even instability in some areas, as we have responded to rapid demographic, financial, and cultural changes in the higher-education ecosystem.

Leadership and Strategy
Following the departure of President Brian Levin-Stankevich in July 2015, the Board of Trustees appointed President Stephen Morgan to an interim term of three years, which ended in July 2018, when President Bethami Dobkin took office at the conclusion of a national search. During the same span of time, the College had three Provosts and four Vice Presidents for Enrollment Management, most of whom held interim appointments. Turnover in these key positions impeded the College’s efforts to respond strategically to external challenges.

Immediately after arriving on campus, President Dobkin began assembling a new leadership team. She made six cabinet-level appointments during 2018-19 with everyone on board for the start of academic year 2019-2020:

- Debbie Tahmassebi, Provost
- Erica Johnson, Vice President of Enrollment Management
- Daniel Lewis, Vice President of Advancement
- Karna McConnell-Black, Vice President of Student Affairs
- Tamara Stevenson, Interim Chief Diversity Officer
- Peter Greco, Chief Information Officer

The College’s 2014-19 Strategic Plan articulated three primary goals: building a community of learners, innovating to support student success, and assuring affordability and sustainability. The implementation and impact of this plan are detailed elsewhere in this report. In Fall 2019, President Dobkin commissioned a group of faculty and staff led by Provost Tahmassebi and Dean of the Honors College Richard Badenhausen to develop a new strategic positioning document that defines Westminster’s unique identity and value proposition in the higher-education marketplace. This document will inform the College’s next strategic plan and master plan.
General Education
In Fall 2016, after several years of planning and preparation, Westminster launched a new general education program, WCore. We replaced a very traditional set of distribution requirements with an entirely new curriculum that emphasizes student-driven exploration of three broad categories: Fine Arts and Humanities, Social and Behavioral Sciences, and Sciences and Mathematics. In addition to taking two classes in each of these categories, students must complete courses that carry four emphases: Diversity, Quantitative, Research, and Writing. Finally, each student completes the Engaging the World requirement in their third year, as well as a capstone project just prior to graduation. As they find their path through the WCore, students explore new subjects and ideas through unique courses that support active and engaged learning. WCore courses feature high-impact teaching practices such as collaborative assignments, intensive writing instruction, and original research projects, as well as community- and field-based learning.

Honors College
In Fall 2017 we launched Westminster’s new more administratively autonomous Honors College after thirty years of successfully offering an Honors Program. The Honors College curriculum is especially appropriate for students attracted to interdisciplinary study and to a conversation-based classroom environment that is focused on primary texts. The curriculum provides students a second way to satisfy Westminster’s general education requirements. The effort to launch the Honors College was driven by a desire to develop additional capacity to meet increased student demand for honors education and create more opportunities for faculty to participate in team-teaching arrangements, which provide robust professional development opportunities. The Honors College plan called for nearly doubling the Honors student population as a way of supporting Westminster’s overall enrollment efforts and attracting more high-achieving students to campus. The Honors population has grown almost 50% over the course of two years and long-range enrollment goals have almost completely been met in this short amount of time.

New and Discontinued Academic Programs
The School of Arts and Sciences launched a new minor in Data Science and discontinued its Master of Professional Communication program, as well as minors in Global Studies and Religious Studies.

The School of Education launched new majors in Education Studies and Outdoor Education and Leadership and a new track within the Master of Education in Trauma, Resilience and Restorative Justice, as well as new credential programs in Montessori Infant & Toddler and Montessori Elementary II. Due to limited enrollment, the Montessori programs will be sunsetting, with the teach-out complete by Spring 2021. The School of Education no longer offers National Board Certification or the Reading track within the Master of Education program.
The Bill and Vieve Gore School of Business launched a new major in Sports Management, added a Tax emphasis to the Master of Accounting program, and launched a minor in Entrepreneurship. Three new concentrations were added to the BA in Economics: Mathematics, Liberal Arts, and Theory and Policy. The BS in Economics was renamed Business Economics. After extensive financial analysis, the Aviation program has been sunsetted and is currently being taught out.

The School of Nursing and Health Science launched new Doctor of Nursing Practice and Doctor of Nursing Practice–Anesthesia programs. The Master of Science in Nursing–Family Nurse Practitioner and Master of Science in Nurse Anesthesia programs are currently being discontinued.

**New and Reaffirmed Specialized Accreditations**

In July 2018, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted initial accreditation for a period of eight years to the Master of Science in Mental Health Counseling program in the School of Arts and Sciences.

The School of Education is currently seeking accreditation for its Educator Preparation Program, which includes Elementary Education, Secondary Education, and Special Education, from the Association for Advancing Quality in Educator Preparation (AAQEP). These programs are currently accredited (through Spring 2021) by the Council for the Accreditation of Educator Preparation (CAEP).

The Accreditation Council for Business Schools and Programs (ACBSP) reaffirmed its accreditation of the Bill and Vieve Gore School of Business effective July 1, 2018. The school is seeking initial accreditation by the Association to Advance Collegiate Schools of Business (AACSBI) under its newly announced standards.

The accreditation of the following programs in the School of Nursing and Health Sciences was reaffirmed: Bachelor of Science in Nursing by the Commission on Collegiate Nursing Education (CCNE); Master of Science in Nursing–Family Nurse Practitioner (MSN-FNP) by the Commission on Collegiate Nursing Education (CCNE); Master of Public Health (MPH) by the Council on Education for Public Health (CEPH); and Master of Science in Nurse Anesthesia (MSNA) by the Council on Accreditation (COA). The school is currently seeking accreditation for the new Doctor of Nursing Practice (DNP) and Doctor of Nursing Practice–Anesthesia programs.

**Assessment**

In Fall 2011, Westminster adopted the use of eportfolios to assess student learning. During their second year, each student was required to collect a portfolio of artifacts produced at the College
and to reflect on their own achievement of the CWLGs. A subsequent senior-year eportfolio documented learning within their majors. During our 2016 Mid-Cycle Review, NWCCU noted that eportfolios had been adopted unevenly and were providing incomplete and unreliable data. After carefully considering the results of several years of experimentation, we concluded that eportfolios were not well-suited to provide the high-quality assessment data we had anticipated, and we decided to discontinue their use for this purpose. Several academic programs still require their majors to complete eportfolios as part of their capstone projects. However, assessment of student achievement of the College-wide learning goals (CWLGs) has now been integrated into the academic program review process and into assessment processes that support specialized accreditation.

In addition, during the Mid-Cycle Review, we received the valuable feedback that the CWLGs were overly complex and therefore difficult to assess. In February 2017, the faculty approved the following revised goals: critical thinking, communication, collaboration, creativity, and global responsibility. These simplified goals allow for more focused and consistent assessment of student learning while maintaining the spirit of the original CWLGs. At the same time, the program review process has been streamlined to sharpen its focus on assessment of student learning, to create an appropriate balance of quantitative and qualitative data about the programs under review, and to link resource and improvement requests directly to student learning. We are now entering the second full cycle of program reviews, and we are exploring ways to place more emphasis on student success. Finally, in response to Recommendation Two in the Commission’s May 2013 Comprehensive Peer Evaluation Report, Westminster has implemented a program for assessment of student achievement of the WCore learning goals that is consistent with our academic program review process. This assessment program will be discussed in detail in the second section of this preface.

Student Affairs
The academic year of 2018-2019 provided an opportunity to realign Student Affairs to better meet the needs of new and current students at Westminster. As a College, we recognize that the higher education ecosystem is evolving, resulting in demographic changes in matriculating college student populations, an increase in wellness concerns of students, and heightened sensitivity to the quality of the experiences that are expected of higher education institutions. Student Affairs is comprised of nine functional offices. These functional offices are aligned together as units in strategic ways to support the efforts of student support, success, and retention. The divisional units are Student Engagement and Success, Student Wellbeing and Support, Residential Life, and the Career Center. The divisional objectives for the 2019-20 academic year focus on this new structure. Those goals are: 1) Develop strategies and define approaches, tools, and resources for an Integrated Wellness Model; 2) Develop strategic approaches to engaging students with a particular focus on the quality of engagement versus the quantity of participation; and 3) Focus on the assessment practices and structures that provide proof points for the ways students are learning and achieving outside of the classroom.
Diversity, Equity, and Inclusion

In October 2016, Westminster hired its first Chief Diversity Officer, Dr. Marco Barker. Dr. Barker formed a campus-wide Diversity Engagement Team and led the College through the adoption of a formal Diversity Statement and a supporting Commitment to an Inclusive Westminster. He also led the development of the College’s Diversity Strategic Plan, which is supported by unit-specific plans that guide the work of faculty and staff across campus. In Fall 2018, the College retained the services of a campus ombuds, who serves as a confidential, informal, impartial, and independent resource for everyone to seek assistance with concerns or issues impacting their ability to teach, learn and work. A new Bias Response Team receives reports of bias occurrences and determines appropriate educational interventions to increase individual and institutional awareness toward the promotion of a healthy campus climate. In February 2019, the Faculty Senate approved a resolution calling for a task force on Shared Principles for Productive Conversation. Finally, in March 2019, Dr. Tamara Stevenson, formerly our Faculty Fellow for Diversity, Equity, and Inclusion, was appointed Interim Chief Diversity Officer and joined the President’s Cabinet.

Retention and Student Success

After a year-long Advising Task Force conversation in 2016, we closed the START Center in the summer of 2017, formally marking the transition from a center-based advising model to faculty-centric advising. In the summer prior to their first year, students meet with a faculty advisor at a Griffin Gear-Up advising event. First-year students are required to enroll in a Learning Community (LC) or an Honors class, and the faculty who teach these classes serve as the students’ academic advisors until they declare their majors and are advised by a faculty member in their major. Professional development for faculty advisors takes place in the LC meetings and in individual school meetings. Staff in Student Success & Retention advise transfer, veteran, international, and precarious students, including first-generation students, low-income students, and students on academic probation. Under the auspices of the Dean of Students, the Legacy Scholars program was launched in the fall of 2016 to support first-generation and historically underrepresented students, including students from the Walkways to Westminster college access outreach program. Disability Services combined with a new Testing Center, located in Giovale Library, that serves all students on campus.

Athletics

In the 2018-19 academic year, Westminster College joined NCAA Division II (NCAA DII) and the Rocky Mountain Athletic Conference (RMAC) after a three-year provisional period and many years as a member of the National Association of Intercollegiate Athletics (NAIA) and the Frontier Conference. Teams and student-athletes who qualify are eligible to compete in post-season conference and NCAA DII championships. Student-athletes are eligible to receive NCAA awards, honors and other association benefits. Since joining the RMAC in 2015, 345 Westminster student-athletes have received conference academic and/or athletic honors. NCAA
DII’s academic philosophy calls for a comprehensive program of learning and development in a personal setting. NCAA DII provides growth opportunities through academic achievement, learning in high-level athletics competition, and development of societal attitudes in service to community. Westminster found this philosophy to be consistent with its academic philosophy. The College has placed special attention on opportunities for student learning in the co-curriculum, especially intercollegiate athletics, which has developed and assessed specific student outcomes related to CWLGs. Belonging to NCAA DII and the RMAC creates institutional opportunities for visibility, recruitment, and alumni engagement. It enhances experiences for our student-athletes by providing quality competition, aligning with conference and scheduling formats, which reduce missed class time, improving conference opportunities, and providing one national and conference affiliation home for all varsity sports.

Enrollment Management
Beginning in 2013, Enrollment Management at Westminster entered a period of frequent transitions and disruption. The enrollment division experienced high levels of turnover in recruitment and operational staff, as well as divisional leadership. Frequent changes in leadership, the division’s reporting structure, and additional changes in technology, as well as recruitment and financial aid strategies, resulted in fluctuations in headcount, discount rate, and retention rates. In the summer of 2019, the College hired a new vice president of enrollment management, Erica Johnson. The current focus is on building enrollment and financial aid strategies that focus on sustainable enrollment and net tuition goals. There is a renewed commitment to staff development and the implementation of enrollment best practices and policies. The College continues to work with an outside partner, Enrollment Research, to update and monitor its financial aid strategy. Future initiatives include adopting a test-optional admissions policy and the implementation of Slate CRM to improve application processing, communication, data collection, and reporting capabilities.

Marketing and Communication
In 2016, the Office of Marketing and Communication facilitated the launch of a new brand platform for the College. The aim of the rebrand was to strengthen and build a consistent narrative about the Westminster experience that was more authentic and compelling to our constituents. As part of the rebrand, the Office of Marketing and Communication built and launched a new website for the College with a new content management system and site organization structure, as well as on-brand content and design. The new site is primarily intended to meet the needs of prospective students and their parents by leveraging the brand platform and providing a user-friendly experience and most relevant content. Since it was launched, the web team has continuously improved the site, streamlining the number of pages, overhauling outdated content, and improving the design.
Finance and Administration
In Fall of 2016, Westminster College established the Planning and Priorities Committee, which combined the previous budget advisory, strategic planning, salaries and benefits, and the master plan implementation committees. The composition of this committee is designed to include members across the campus community with critical areas of expertise to review comprehensive budget data, plan resource allocation to support the College’s strategic goals, and generate annual budget recommendations to the Board of Trustees. The committee is made up of selected members of the administration, faculty, and staff with the intent to address the most strategic use of available financial resources for the success of the College and our students.

Information Services
In late 2018, the College commissioned an external assessment to ensure that the significant operational value of Westminster IT resources would be increasingly balanced by strategic intent. Recommendations were focused on best practices to address a considerable deferred maintenance schedule that resulted in reduced operational focus. In response to the assessment, the College also elevated IT leadership to the Cabinet level. The new CIO is creating increased focus on the ways that information technology can be leveraged to create and/or enhance the distinctiveness of a Westminster education.

Advancement
Beginning in 2015, staffing transitions have led to varied fundraising and engagement results year over year. Individual capital and endowment priorities were introduced to the community with limited prospect identification and qualification to ensure successful completion. In 2018, the start of a sponsored projects office and government relations was included in the Advancement portfolio. Recently, the College conducted its first database-wide wealth screening in six years to identify new prospects. The new VP for Institutional Advancement is focused on improving the department’s ability to conduct best practices, in preparation for a feasibility study that will inform the College’s planning of a comprehensive fundraising campaign.

Response to Topics Requested by NWCCU
The April 2013 Comprehensive Peer Evaluation Report included the following recommendation: “The evaluation committee recommends that Westminster College identify and implement adequate assessment of student achievement of the general education program (LE) learning goals.” The 2016 Mid-Cycle review determined that Westminster was “substantially in compliance with Commission criteria for accreditation, but in need of improvement” in this area. At that time, NWCCU requested that the College address this recommendation again during our 2020 Comprehensive Peer Evaluation. In this section of our report, we describe the replacement of our previous Liberal Education program with the new WCore, we explain the assessment methods we have adopted, and we report preliminary findings.
In October 2012 Westminster’s Liberal Education Committee completed a year-long review of the Liberal Education (LE) program (see the Report of the Liberal Education Committee 2011-2012). It concluded that the LE was “fairly traditional and not representative of the unique learning environment that we advertise and work to achieve,” that full-time faculty involvement in the LE had declined, and that both faculty and students tended to treat the program’s requirements as something to “check off” and “get past” rather than as an integral part of students’ experience at Westminster. The LE itself had become quite large, requiring 42-53 credit hours distributed across 14 categories. To remedy these problems, the LE Committee recommended that the general education undergo a major revision through “an inclusive process that encourages creative thinking, problem solving, and campus enthusiasm,” that this process be included in the College’s strategic planning, and that the newly developed structure have “clearly articulated objectives and be connected to the College-Wide Learning Goals.”

Over the next two academic years, the rechristened WCore Committee undertook a comprehensive planning process to develop the new curriculum. The resulting curriculum featured the following components:

- Six required first- and second-year courses divided evenly among three disciplinary categories: Fine Arts and Humanities (FAH), Social and Behavioral Sciences (SBS), and Science and Math (SAM).
- Four emphases that can apply to WCore or major courses: Writing (WE), Research (RE), Quantitative (QE), and Diversity (DE).
- A junior-level Engaging the World requirement focused on global learning, which can be met through an on-campus course, study abroad, May Term Study Experience, or international internship.
- A senior capstone, initially conceived as outside major requirements and integrated with the e-portfolio, but now included within majors.
- A campus-wide showcase of senior capstone experiences known as Celebrating Your Path.

Required courses in the WCore total 21-28 credit hours, not including senior capstones. Another focus of the new curriculum was offering multiple paths to completion, evident, for example, in the options for Engaging the World.

The Westminster Faculty voted to approve the WCore in November 2014 and the WCore Committee started accepting proposals for new courses that December. In AY 2014-2015, faculty attended workshops focused on developing WCore courses in the various disciplinary categories and emphases. In Fall 2015, the College Curriculum Committee approved an initial slate of more than 70 FAH, SBS, and SAM courses. The following year more than 50 courses were proposed or re-designated for both these first- and second-year categories and the Engaging
the World component. The Catalog now lists 55 FAH courses, 33 SBS, 25 SAM, 32 Engaging the World, and 39 senior capstones.

A transition plan was developed to articulate equivalencies for LE courses, transfer credits, and WCore requirements for undergraduates starting prior to AY 2016-2017. Students starting that year were subject to the full range of WCore requirements, while those starting earlier had only to meet the first- and second-year course requirements.

The WCore Committee and Dean of Arts and Sciences Lance Newman developed a four-year schedule to assess WCore. Each year, assessment efforts focus on one WCore disciplinary area or Engaging the World and one emphasis, as follows:

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<td>FAH and WE</td>
<td>SAM and QE</td>
<td>SBS and DE</td>
<td>EW and RE</td>
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Because both the WCore and its assessment are new, first-cycle assessment efforts have focused on evaluating how WCore faculty understand and articulate WCore learning outcomes and on piloting various assessment methods. FAH, SBS, WE, and DE assessments have included conducting and analyzing focus groups following Bob Broad’s (2003) Dynamic Criteria Mapping method, which involves having faculty discuss student work and extracting criteria that describe their values and learning outcomes. FAH and SBS assessments also included using rubrics based on WCore learning outcomes to assess final student projects (with limited participation for SBS courses). FAH, SAM, WE, and QE assessments included analyzing course surveys to characterize student understandings of how WCore courses contributed to their achievement of college-wide learning goals. DE assessment additionally involved a student focus group and student survey.

**WCore Assessment Findings and Recommendations**

**FAH and WE**

While participation in faculty scoring of final assignments according to a rubric based on FAH learning outcomes was limited, averages of scores across all sections indicated that in general, students demonstrated that they had accomplished FAH learning outcomes at a developmentally appropriate level. On course surveys students on average agreed (around 4 on the 5-point scale) that FAH courses contributed to their understanding of the subject, were challenging, and contributed to their critical thinking, creativity, and writing and communication skills.

Faculty scoring of final assignments according to Fine Arts and Humanities and, when appropriate, Writing Emphasis learning outcomes, assessed 10 WCFAH and 3 WE sections representing 40% of spring 2017 WCFAH sections and 80% of spring 2017 WE sections (15% of all AY 2016-2017 WCFAH sections and 31% of all AY 2016-2017 WE sections,
respectively). Faculty scored students on a scale of 0 = Beginning, 1 = Developing, 2 = Accomplished, and 3 = Exemplary, assuming that first-year students should achieve a 2. Overall, students in 60% of WCFAH sections averaged an Accomplished or Exemplary level for all learning outcomes assessed. The three Writing Emphasis faculty who participated were generally stricter in how they scored students, considering them out of a pool of all college students rather than of only first-year students. Consequently, only 25% of students in their WE sections averaged an Accomplished or Exemplary level. These discrepancies exposed the need to engage in explicit norming of rubrics with faculty before they scored students. Assessment of the information literacy component of Writing Emphasis courses by library staff found that students scored higher when identifying keywords for finding sources and evaluating the authority of sources than when evaluating websites.

Qualitative analysis of separate focus group discussions with fine arts and with humanities faculty revealed that while faculty values and learning outcomes generally aligned with those of FAH classes, fine arts faculty emphasized flexible thinking, problem-solving, and collaboration while humanities faculty emphasized writing, critical thinking, and information literacy. Both groups raised the theme of transferring knowledge and abilities from their courses to other contexts and their own work to coach students through creative or writing processes. The focus on diversity in the FAH learning goal “Develop an expanded view of self that includes one’s relationship to others in diverse communities” came up only once in discussion.

Both groups of faculty identified advising of first-year students as a particular source of problems, both in how it sets student expectations and how it affects the composition of their courses. Although both groups indicated changes they had made to fit the WCore guidelines, they unanimously said that they did not teach their WCore courses any differently than they would another course in their disciplines. Both groups were also in general agreement that including fine arts and humanities in a single category has enrollment implications.

Several recommendations emerged from FAH and WE assessment efforts that have been addressed. Recommendations and changes made are discussed below:

1. Faculty identified concerns regarding advising of first-year students, overall enrollment in fine arts and humanities courses and the fact that they are not teaching their WCore courses any differently than other courses in their disciplines. Several suggestions were considered including splitting the FAH disciplinary category into separate fine arts and humanities requirements. Ultimately, the proposal to add a Creativity Emphasis to the WCore (see below) and to add a seventh first- or second-year course to the requirements was determined to address the concerns.
2. Librarians tracked enrollment patterns in WE courses and found that the percentage of students completing WE courses in their first year has decreased from 52% in AY 16-17
to 44% in AY 18-19. While some of this decrease may be due to increased placement of first-year students into developmental writing courses, the fact that only half of students complete what is designed as a first-year writing course in their first year is cause for concern. A Writing Council was formed to improve and oversee first-year writing placement. There is also now an emphasis to schedule as many WE courses as possible as part of LC’s while offering a number of LC’s for students who must take developmental writing in their first semester. Advising students to complete WE courses in their first year has become an increased focus in AY 2019-20 and efforts are underway to require students to complete the WE by their third semester.

3. Library staff requested support for their efforts to develop the information literacy curriculum and coordinate closely with faculty to ensure student engagement. A library representative serves on both the WCore Committee and the Writing Council, helping ensure such collaboration.

4. To ensure that Writing Emphasis courses are still being taught according to WCore guidelines, ongoing professional development should be provided to WE faculty. While FAH and WE assessment confirmed that faculty articulate their goals in alignment with WCore guidelines, more could be done to ensure that faculty are offering a sufficient amount of writing instruction in WE courses. The Writing Council and Writing Center now routinely offer workshops on writing instruction, assignment design, and responding to student writing.

Recommendations that still need to be addressed:

1. Inform all individuals involved in first-year advising about the nature and rigor of fine arts and humanities classes.
2. Enhance diversity offerings in FAH courses.
3. Revise fine arts learning outcomes to reflect instructors’ focus on agency and flexibility and relate one learning outcome to the Collaboration CWLG.
4. Include core adjunct faculty (select long-term adjunct faculty) in developing and customizing WCore sections.
5. Assess student writing, holistically, from a wider range of WE courses, holding norming sessions to ensure that all instructors are following similar standards.

**SAM and QE**

To assess SAM and QE courses, faculty involved in the QuARC (Quantitative Analysis and Research Cooperative) characterized the distribution of SAM and QE courses, analyzed student course evaluations for these courses, reviewed course syllabuses, conducted open interviews with faculty, and collected artifacts including assignments and student work.

Review of SAM and QE course syllabuses showed that those for 83% of SAM QE courses reported the critical thinking learning goal as an emphasis. Communication was addressed in
57% of syllabuses while Collaboration on 20%. Though many featured collaborative assignments and activities without specifying this CWLG, this discrepancy suggests that more could be done to include collaboration in SAM and QE courses.

Course evaluation responses indicated that students score SAM and QE courses highly for the CWLG of Critical Thinking (overwhelmingly 4’s and 5’s on a 5-point scale). Statistical correlation of responses on surveys showed that while students were more likely to evaluate courses highly for various CWLG’s when they positively evaluated the course as a whole, they did not evaluate all CWLGs uniformly. Positive evaluations of Critical Thinking were more likely to correlate with positive evaluations of the course overall, suggesting that these courses are fulfilling one of their primary CWLG’s.

While QuARC faculty attempted to interview faculty and collect student artifacts and observed anecdotal support for the positive survey data, these efforts did not yield sufficient responses to generate useful findings.

The following recommendations emerged from these assessment efforts:

1. Improve assessment efforts to identify student success or failure at achieving learning outcomes.
2. Facilitate the course approval process with a streamlined online application and a clear rubric for assessment.
3. Provide meaningful mechanisms for assessment after courses are complete, including interviews with faculty. Develop a reasonable, meaningful, process for faculty to reflect on how students are meeting learning outcomes that reaches more faculty and more courses.
4. Create a “feedback loop” to determine whether courses are successfully meeting learning outcomes.
5. Characterizing the distribution of SAM and QE courses found that the two frequently coincide, suggesting that more could be done to offer more FAH and SBS courses that meet the QE.

**SBS and DE**

SBS and DE courses were assessed by synthesizing findings from (1) faculty focus group discussions, (2) a student focus group discussion, (3) faculty-scored rubrics assessing student attainment of WCSBS learning goals, (4) analysis of student artifacts for DE courses, and (5) responses to a student survey for DE courses.

In their focus group ten SBS faculty raised themes aligned with the SBS learning outcomes. There was considerable discussion among the faculty questioning the need for assessment as
well as a training to use rubrics based on SBS learning outcomes to score final projects for classes. Two faculty completed the rubrics and their scores indicate that students in these courses averaged proficient or near-proficient scores for each learning outcome. The SBS faculty focus group discussion and minimal participation in the rubric scoring suggest that more needs to be done to cultivate understanding of and support for assessment among SBS faculty.

DE assessment included faculty and student focus groups, a student survey, and analysis of artifacts from DE courses (which faculty could provide if they did not opt into distributing the survey). The DE student survey was distributed to 61 students, of whom 17 responded. The great majority of students (> 83%) indicated that their courses addressed each of the DE learning outcomes often or very often. In response to an open-ended survey question regarding what they had learned, students raised themes of inclusivity, empathy, and perspective-taking; the functions and operationalization of power; and understanding themselves. In response to another question about what questions their DE courses had sparked for them, students raised themes of understanding and reforming themselves, helping others, and understanding the world. Taken together, responses to the student survey indicate that these students generally agree that their DE courses frequently addressed DE learning outcomes and contributed significantly to their reaching those outcomes.

Of the 13 spring DE faculty, 3 opted to provide artifacts demonstrating student learning in their courses. These artifacts display a range of attainment of the DE learning outcomes, largely determined by the design and complexity of the assignments themselves. Group PowerPoint presentations on authors from underrepresented groups, for example, clearly spoke to many DE learning outcomes, while reflections on site visits in other classes did not explicitly address those outcomes. The varying levels of complexity of these assignments raise the question of what degree of depth is appropriate for a WCORE course and whether faculty should aim to match the rigor of other DE courses.

A particular issue that faculty raised when discussing their desired learning outcomes is that, while their courses address the focus and spirit of the DE, they do not use the same terminology as the learning outcomes, which are framed in terms of power, privilege, and subordination. Faculty stressed how their courses help students understand their own identities. Regarding what they saw students doing well, participants commented on coaching students in having difficult conversations about race, gender, ability, and socioeconomic status. Faculty also commented on students’ increased ability to ask more nuanced questions and to withhold judging classmates who may exhibit a more basic level of understanding. Among the difficulties instructors noted were problems moderating discussions in online courses and getting students to move beyond pitying those they see as being disadvantaged.
The student focus group was drawn from COMM 360: Race, Gender, Class, and Media. In their discussion, students echoed faculty’s dissatisfaction with the wording of DE learning outcomes, describing them as “jargony.” Students clearly spoke, however, to many of these outcomes. Considering how their thinking about diversity had changed as a result of taking the class, five students shared that the course had helped them "learn to appreciate different perspectives," made them more "critical of the media," "learn[ing] to try not to make quick judgements [about people]," and helped them become more aware of "blind spots" and "defense mechanisms." They stressed the importance of intersectionality and emphasized the importance of relating class discussions to students' lived experiences, as well as offering specific strategies for having such discussions. The only learning outcome students did not speak to explicitly was "Recognize and articulate structures and incidents of subordination and its impact within and beyond the campus community," likely because the course did not frame media representation in terms of subordination.

Based on the findings from WCSBS and DE assessment activities, the following recommendations were made:

1. Cultivate understanding of and support for assessment among WCSBS faculty.
2. Develop assessment methods that will characterize student learning thoroughly and directly in a way that faculty do not find onerous.
3. Revise and simplify DE learning outcomes, both to reduce the number of outcomes and to use language students and faculty are more likely to employ.
4. Continue to offer professional development opportunities on discussing issues of identity, aimed at creating a supportive classroom environment.
5. Provide professional development opportunities for SBS and DE faculty to come to a shared understanding of the level of rigor expected in their assignments and the elements of effect assignment design.

Current Assessment and Refinement of WCore
Analysis of student degree audits and of Writing Emphasis completion has characterized how and when students complete the WCore. Among the findings are that students take two humanities-themed FAH courses for every one course in fine arts, that students have on average taken 4.63 courses at Westminster to meet the WCore requirement (including students who transitioned into WCore in 2016-2017), and that students on average take one additional WCore course beyond the six-course requirement.

WCore assessment for AY 2019-2020 will focus on Engaging the World (EW) and Research Emphasis (RE) courses. A group of faculty and staff on the International Council are undertaking robust assessment of EW courses that include a global engagement survey to characterize how students are meeting the EW requirement and their awareness of various options such as study
abroad (to which more than 200 have responded), an analysis of student transcripts, administration of the Beliefs, Events, and Values Inventory (BEVI) to multiple EW sections, and analysis of student artifacts. Because RE courses vary widely in topic, RE assessment will characterize student learning in particular RE courses, including data from an in-depth survey for PSYC 105: Bust that Psych Myth (a popular RE option) and analysis of student work from RE courses in English, Theatre, Fine Arts, and other subjects, as well as faculty and student focus group discussions.

As noted in the various sections above, WCore courses and requirements have been refined in response to assessment findings and as particular phases of the program have been implemented. As examples from what was noted above, a Writing Council was formed to provide professional development for WE faculty and to develop criteria for placement into Writing Emphasis and two levels of preparatory writing courses. The Research Emphasis was revised to focus more on writing and empirical research and placed under the purview of the Writing Council. To implement Senior Capstones, considered part of the WCore, programs either designated existing capstone courses in their majors or developed one to ensure that all programs include capstones. The Celebrating Your Path component is being implemented as part of an expanded Westminster Undergraduate Conference, scheduled to take place alongside senior showcases in various programs.
Eligibility Requirements

1. OPERATIONAL STATUS: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU’s acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU’s evaluation for initial accreditation.

Westminster College was founded in 1875 and has delivered educational programs in Salt Lake City, Utah, for 145 years without interruption. The College has been accredited by the Northwest Commissions on Colleges and Universities since 1936.

2. OPERATIONAL FOCUS AND INDEPENDENCE The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU’s Standards for Accreditation and Eligibility Requirements.

Westminster is a private, independent, not-for-profit educational institution. The sole focus of the College’s programs and services is to deliver undergraduate and graduate degrees in a manner consistent with standards of practice in higher education in the United States. The College’s administrators and trustees have no conflicting public or private affiliations and can be held fully accountable and responsible for meeting NWCCU eligibility requirements and standards.

3. AUTHORITY: The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.

Westminster College operates under the laws of the state of Utah and is governed by an independent board of trustees.

4. INSTITUTIONAL EFFECTIVENESS The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Westminster’s mission statement was revised in 2010 and approved by the faculty and the Board of Trustees in February 2011. The three strategic goals presented and assessed in this report were established by the strategic plan for the period 2014-2019, which is published on the College’s
website. This plan was developed during the 2013-14 academic year through a campus-wide process that involved all institutional stakeholders in analysis of internal and external environments and trends. The mission statement and core themes guide all operations of the College, which maintains an extensive portfolio of academic programs and stewards the necessary human and financial resources to deliver an excellent educational experience to all students.

5. STUDENT LEARNING The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

Westminster’s CWLGs (critical thinking, communication, collaboration, creativity, and global responsibility) are published on the College’s website and in the Undergraduate and Graduate Academic Catalogs. Program-specific learning outcomes are published on individual program web pages and in the corresponding sections of the academic catalogs. Course-specific learning outcomes are established by individual faculty members and their program colleagues and are listed in each course’s syllabus. In the School of Arts and Sciences, assessment of student learning takes place during regularly scheduled academic program reviews, which occur on a six-year rotation. During program review, the faculty gather and analyze data on student achievement of College-wide and program-specific learning outcomes. Based on this analysis, they set goals for improving their programs in subsequent years. The Provost, the Dean of the School of Arts and Sciences, and the Accreditation Liaison Officer meet with the program chair and faculty to process the review findings and to plan implementation of recommendations as permitted by budgetary constraints and other considerations. Every two years, program chairs submit brief reports on progress toward program improvement goals; these progress reports are reviewed by the chair and the dean. Most programs in the Bill and Vieve Gore School of Business, the School of Nursing and Health Sciences, and the School of Education, conduct assessment of student learning as part of securing and maintaining specialized accreditations. The Honors College and the few programs in the professional schools that are not covered by specialized accreditation conduct program reviews on the same six-year cycle as programs in the School of Arts and Sciences.

6. STUDENT ACHIEVEMENT The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are
disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

The Office of Student Retention and Success and the Office of Institutional Research monitor retention and graduation rates, disaggregated by race, ethnicity, gender, and other categories. The first-time first-year retention rate and the six-year and seven-year graduation rates are published annually on the College website as part of the Common Data Set. Individual programs track relevant certification and licensure rates. The Career Center and the Office of Alumni Relations maintain databases of alumni and gather available information on post-graduate outcomes. In the coming accreditation cycle, we plan to invest in more robust research tools and capacity so that we can explore disaggregated data across all dimensions of student achievement and address any achievement gaps revealed by the research.

7. NON-DISCRIMINATION The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

Westminster is committed to the principle of inclusive excellence. Our first strategic goal is Building a Community of Learners, which includes the objective of increasing diversity, equity, and inclusion on our campus. This critically important work is guided by our Diversity Statement, which is supported in turn by our Commitment to an Inclusive Westminster, the President’s Statement on Safe Haven, and our Equal Opportunity, ADA, and Title IX policies. Other supporting policies are stated in the Best Practices Hiring Guide, Faculty Manual, Staff Handbook, Student Handbook, and Undergraduate and Graduate Academic Catalogs. The College employs a full-time Title IX and Equal Opportunity Officer and retains a Campus Ombuds. A Bias Response Team receives reports concerning incidents of bias and provides educational interventions designed to reduce the prevalence of bias on campus. The most recent non-discrimination policy and training initiative emphasizes the importance of using chosen names to create a learning environment that is trans and non-binary inclusive.

8. INSTITUTIONAL INTEGRITY The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

Westminster adheres faithfully to its institutional policies and maintains the highest ethical standards in its operations and its relationships with students, faculty, staff, alumni, and the community. Board members and senior officers annually sign conflict of interest statements.

9. GOVERNING BOARD The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district
or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

Westminster is governed by a Board of Trustees comprised of not fewer than eighteen (18) members nor more than forty (40) members. The Trustees, both individually and collectively, owe a duty of care and loyalty to the College as a whole. The Trustees are the ultimate fiduciaries of the College and have the final responsibility for fulfilling its mission. In doing so, they exercise all the powers given or allowed by the laws of the State of Utah to the boards of directors of not-for-profit corporations. Through its standing committees, the Board of Trustees makes and oversees all necessary policies and regulations governing the management of the institution.

10. CHIEF EXECUTIVE OFFICER The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s), but may not serve as chair.

The president of Westminster is the chief executive officer and administrative head of the College. Subject to and as directed by the Board of Trustees, she has general authority over and supervision of the operations of all departments of the College, all members of the faculty, all administrative officers and other employees of the College, as well as the student body. The president is a full-time employee of the College responsible to exercise and perform such other powers, functions, and duties as the Board of Trustees from time to time may direct. Neither the chief executive officer nor an executive officer of the institution chairs the institution’s governing board.

11. ADMINISTRATION In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution’s major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the
institution's mission. Executive officers may serve as an ex officio member of the governing board(s), but may not serve as chair.

The administration of the College consists of the president, the provost, the vice president for finance and administration, the vice president for enrollment management, the vice president for advancement, the vice president for student affairs, the executive director of human resources, the chief diversity officer, the chief information officer, the chief marketing officer, and the general counsel. In addition, the College has deans of each of the four schools and the Honors College. There is a sufficient number of qualified administrators to provide effective leadership and management of the institution.

12. FACULTY Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

As of Fall 2019, Westminster employs 148 full-time faculty and 236 part-time and adjunct faculty. The College’s student-faculty ratio is 9:1. This level of academic staffing is more than sufficient to ensure achievement of the College’s educational objectives, robust shared governance, systematic academic program review and improvement, and fulfillment of the institutional mission. Contracted full-time and part-time faculty undergo contract reviews at least every five years. During these reviews, they are evaluated by committees of their peers in relation to expectations stated in section 3.4 of the Faculty Manual: teaching effectiveness, research and professional development, service to the College community, and professionalism and ethical conduct. The contract review process is outlined in detail in section 3.6 of the Faculty Manual. Academic program chairs regularly observe adjunct faculty members in the classroom, evaluate their teaching effectiveness, and provide mentoring to improve the quality of instruction.

13. EDUCATIONAL PROGRAMS Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

Westminster offers 41 undergraduate majors and 38 minors, as well as 15 graduate programs, all of which have been approved by the NWCCU. Each program delivers disciplinary content
knowledge and develops relevant skills at a level of rigor that has been identified as developmentally appropriate by the program faculty. All academic programs have clearly identified learning outcomes that are listed in the Undergraduate and Graduate Academic Catalogs.

14. LIBRARY AND INFORMATION RESOURCES Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.

The Giovale Library maintains strong collections in support of the College’s degree programs. The collections are comprised of nearly 87,000 volumes, access to more than 240,000 electronic books, full-text access to approximately 192,000 serials plus access to thousands of additional articles, reports and more through 97 database subscriptions. In the past four years the Library has expanded its electronic subscriptions in response to curricular needs. The Library has a growing collection of online streaming and physical films, both for course work and for personal enrichment and entertainment, as well as a small popular reading collection. Librarians, assigned as liaisons to the academic programs, consistently select and deselect materials to keep the collection current and relevant. Through consortial agreements, primarily Westminster’s membership in the Utah Academic Library Consortium, the Library leverages group buying power to maximize resources. Through Interlibrary loan and document delivery, library patrons have access to additional materials from libraries and publishers worldwide.

15. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local law. The institution’s planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Westminster’s core campus consists of 27 acres in Sugar House, a vibrant commercial and residential neighborhood near downtown Salt Lake City. There are 24 main buildings, ranging from Converse Hall, the College’s signature historic structure, to the LEED Platinum-certified Meldrum Science Center. The College also leases Westminster on the Draw, a satellite facility with offices, meeting spaces, and student apartments. The physical infrastructure is efficiently managed and carefully maintained to support the College’s central educational enterprise as articulated in its mission and core themes.

The Information Services (IS) department maintains a robust technological infrastructure that supports all of the College’s key functions, from academic instruction and student life to
enrollment management, financial oversight, and general administration. In collaboration with the President’s cabinet, as well as multiple shared governance committees, IS regularly deploys new technologies to meet the campus’s emerging needs. Priority is given to technological infrastructure projects that directly support mission fulfillment.

The College’s Emergency Management Plan establishes policy, procedures, and organizational structure for response to emergencies that are of a magnitude to cause a significant disruption of the functioning of all or portions of the College. This plan describes the roles and responsibilities of departments, schools, units and personnel during emergency situations. The basic emergency procedures are designed to protect lives and property through the effective use of Westminster and community resources. Through the use of supporting documents, this Emergency Management Plan provides guidance and directions for Westminster personnel in the area of prevention, mitigation, preparedness, response, and recovery operations during a wide variety of potential emergencies.

16. ACADEMIC FREEDOM Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

Westminster maintains a firm commitment to academic freedom in all of its policies and practices. As stated in our mission, we strive to create a learning environment in which students, faculty, and staff can freely “experiment with ideas, raise questions, critically examine alternatives, and make informed decisions.” A formal statement of policy, which is based on the American Association of University Professors’ 1940 “Statement of Principles on Academic Freedom,” can be found in section 3.5 of the Faculty Manual.

17. ADMISSIONS The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs, and adheres to those policies in its admissions procedures and practices.

Westminster publishes its policies and requirements for undergraduate admission in its Undergraduate Catalog. All completed applications for admission to Westminster's undergraduate programs are reviewed according to these policies by the staff of the Admissions Office. Policies governing admissions to graduate programs are published in the Graduate Catalog. Admissions standards and requirements vary by program at the graduate level. Decisions about admission to graduate programs are made by the faculty and administrators of each program, according to the standards and practices listed in the Graduate Academic Catalog.
18. PUBLIC INFORMATION The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Westminster's website, which includes the Student Handbook, the Undergraduate and Graduate Academic Catalogs, and other key resources, provides public access to the information listed above.

19. FINANCIAL RESOURCES AND PLANNING The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

The College believes that sound financial management and accurate information is important to the administration of the College. For over 30 years we successfully generated operating surpluses. The net assets of the College remain strong, however, in the past several years the revenue amounts earned in the operating fund were not enough to cover expenses. The College used various assets, such as proceeds from the sale of peripheral real estate, to balance the budget and build substantial reserves. In fiscal 2019, $6.9 million from unrestricted reserves were utilized. In fiscal 2020, the College has a $61 million operating budget, providing financial aid to students at $31 million, and with an endowment at approximately $83 million, and will continue to draw from reserves as we develop a new strategic positioning strategy and build a more sustainable budget model.

Primary sources of revenue for Westminster College include tuition and fees, federal and state grants, fundraising contributions, auxiliary receipts, and income from investments. With the future outlook for a continued changing landscape in higher education, the College is putting a concentrated effort into modifying our enrollment and financial aid awarding processes to better serve students and create a healthier net tuition revenue. Additionally, with the support of the Board of Trustees, the College is working through financial planning with the Investment Committee to assure there are resources available when liquidity is needed.

20. FINANCIAL ACCOUNTABILITY For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter
recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Westminster College undergoes both a financial audit of the College and a single audit of its government funds on a yearly basis by independent auditors appointed by the Board of Trustees. Since 2008 the external audits have been performed by Grant Thornton LLP, a well-respected public accounting firm with national expertise in higher educational institutions. The Board of Trustees has full authority and ultimate responsibility for the stewardship and management of all resources entrusted to the College and has an appointed Audit and Compliance Committee to oversee the audits. As stated in the Audit and Compliance Committee Charter, “the purpose of the audit and compliance committee of the Board of Trustees is to oversee the accounting and financial reporting processes of the College, the audits of its financial statements, the effectiveness of the College’s internal control over financial reporting, and the operations of the College, including any reports of misuse of college resources or violations of college policy.” The financial audit statements are completed approximately 90 days after the June 30 year end, and at that time they are presented to the Audit and Compliance Committee for review. Once reviewed, the acceptance of the financial statements is voted on by the full Board based on the recommendation by the audit committee. The Single Audit is completed soon after the financial audit and follows the same approval process with the audit committee and full Board of Trustees. This audit is due for submission to the government within 30 days of the auditor’s report, or within nine months after the end of the reporting period.

Each year the College has been issued an unqualified, or clean, audit opinion. No significant findings or deficiencies have been found in the financial statement audits. However, in 2018 a material weakness was noted in the Single Audit due to a combination of two issues, one involving the Registrar’s Office and another in the Financial Aid Office. The Registrar’s Office encountered problems with the Clearinghouse system, which resulted in delays to updating some student statuses. Combined with that issue, the Financial Aid Office was performing a reconciliation as required each year, but new guidance requires the reconciliation be performed quarterly. Neither finding rose to the level of a material weakness on its own, and no misstatements occurred because of either issue. When management letters have been issued, the recommendations for improvements have been minimal, and the management response to the deficiencies and findings in the letter is presented to the audit committee along with the auditor’s report for their review.

21. DISCLOSURE The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.

Westminster College remains firmly committed to the system of regional accreditation, and it accurately discloses all information that NWCCU requires to carry out its evaluation and
accreditation functions. The College strives to prepare accurate and timely reports and substantive change proposals in compliance with the Commission’s request for information.

22. RELATIONSHIP WITH NWCCU The institution understands and accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution’s status with NWCCU to any agency or member of the public requesting such information.

Westminster accepts the standards and policies of the Commission and agrees to comply with them as currently stated or as modified in accordance with Commission policy. The College agrees that information regarding its status with the Commission may be provided to any agency or member of the public on request.

23. INSTITUTIONAL CAPACITY The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

As detailed in the response to Standard 1.B, Westminster has managed through a series of operational challenges during the period under review. After growing rapidly for several years and reaching a historic enrollment peak in 2011-12, the College has experienced several years of declining enrollment. The resulting reductions in net tuition revenue have required extensive budgetary adjustments, including realignment of staffing levels with the current student population. Despite these challenges, the College has continued to fulfill its mission, because its institutional infrastructure is robust and its faculty and staff are deeply committed to their work. With the leadership of President Dobkin, the new cabinet is engaged in a comprehensive review of budgeting, enrollment management, and capital planning processes in order to ensure that they are realistic and that they reliably support the ongoing sustainability of the College.
STANDARD ONE – INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution’s programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Institutional Mission

1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The Westminster College community adopted the following vision statement during the 2014 strategic planning process: “Westminster College will use the power of learning and mentoring relationships to create a transformational and accessible student experience, enabling more vibrant, just, and successful lives for our graduates.” As we work to achieve this vision, we are guided by our mission statement:

Westminster College is a private, independent college dedicated to student learning. We are a community of learners with a long and honored tradition of caring deeply about students and their education. We offer liberal arts and professional education in courses of study for undergraduate, selected graduate, and other innovative degree and non-degree programs. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their learning, to discover and pursue their passions, and to promote more equitable and sustainable communities.
Our purposes are to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a diverse and interdependent world. We promote distinctive approaches to engaged learning that emphasize theory and practice in our academic and co-curricular programs. Grounded in a culture of creativity and innovation, we work to pursue excellence while promoting inclusiveness and respect for differences.

Finally, Westminster’s vision and mission are supported by the following statement of our community’s core values:

- Impassioned teaching and active learning
- Respect for diverse people and perspectives
- Collaboration and teamwork
- Personal and social responsibility
- College-wide excellence
- High ethical standards

Our mission, vision, and values are published in our Academic Catalog and on our website. These documents guide all assessment and planning processes that take place at the College.

**Improving Institutional Effectiveness**

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

At Westminster, data-informed assessment and planning guide all aspects of the administration of individual academic programs, student support services, and the College as a whole.

The College’s [Strategic Plan for 2004-2014](#) identified three central goals: 1) grounding student learning and success in College-wide learning goals, 2) changing the instructional paradigm from teaching to learning by adopting innovative and engaging educational practices, and 3) developing a culture of continuous improvement, effectiveness, and value. Throughout the decade that the plan remained in force, the College conducted comprehensive assessment and planning processes that established institutional priorities for each year. The development and implementation of the 2004-14 plan is described in detail on pages 116-128 of Westminster’s [2013 NWCCU Self-Evaluation Report](#).

The College’s [Strategic Plan for 2014-2019](#) articulated three strategic goals with corresponding aspirational commitments:
1) Building a Community of Learners: By 2019, Westminster will cultivate a truly extended and inclusive community of learners that reflects personalized relationships and the best attributes of a small college.

2) Innovating to Support Student Success: By 2019, Westminster’s culture of innovation and continuous improvement will place us at the forefront of high-quality, relationship-based, student-centered learning design.

3) Assuring Affordability and Sustainability: By 2019, Westminster will build a sustainable, thriving institution that provides affordable, high-value student education.

As detailed in the response to Standard 1.B.3 below, throughout the five years that this plan was in force, the College engaged in annual assessment and planning processes that resulted in substantial progress toward these goals.

1.B.2 The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Specific objectives were identified for each goal stated in the Strategic Plan for 2014-19, and indicators were selected for each objective. We established both acceptable and aspirational performance thresholds for each indicator in order to assess mission fulfillment and to guide improvement where indicated. In response to feedback provided during our last comprehensive evaluation, we have worked to ensure that we are tracking a manageable number of objectives and indicators that genuinely inform our planning. Our three strategic goals, with corresponding objectives and indicators, as well as brief rationales for their selection are presented in the following three tables.

**Strategic Goal 1: Building a Community of Learners**

By 2019, Westminster will cultivate a truly extended and inclusive community of learners that reflects personalized relationships and the best attributes of a "small college."

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a faculty/staff community that is collaborative, respectful, empowering, and accountable</td>
<td>Responses to relevant questions on the <em>Great Colleges to Work For</em> survey.</td>
<td><em>Great Colleges to Work For</em> survey results provided an understanding of College employees’ perceptions of key elements of workplace culture.</td>
</tr>
<tr>
<td>Increasing diversity, equity, and inclusion on our campus</td>
<td>Students, faculty, and staff demographics. Retention rates for students of color and first-generation students.</td>
<td>Demographic data are the most direct measure of the impact of our efforts to increase diversity. Retention data demonstrate the extent to which we have reduced</td>
</tr>
</tbody>
</table>
Strategic Goal 2: Innovating to Support Student Success

By 2019, Westminster's culture of innovation and continuous improvement will place us at the forefront of high-quality, relationship-based, student-centered learning design.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating a flexible liberal education core</td>
<td>Average credits required to complete WCore; number of seats available in each category; percent of transfer students who meet requirements on arrival.</td>
<td>These data reflect key elements of the student experience of our new liberal education program, WCore, showing whether it can be completed flexibly and efficiently.</td>
</tr>
<tr>
<td>Involving students in multiple high-impact learning practices</td>
<td>Participation rates in select high-impact educational practices.</td>
<td>Participation rates directly measure the impact of our efforts to make high-impact practices more widely available to students.</td>
</tr>
<tr>
<td>Creating a culture of continuous improvement</td>
<td>Qualitative assessments of self-study and planning work at the College.</td>
<td>Qualitative indicators allow for meaningful assessment of this goal.</td>
</tr>
</tbody>
</table>

Strategic Goal 3: Assuring Affordability and Sustainability

By 2019, Westminster will build a sustainable, thriving institution that provides affordable, high-value student education.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Indicators</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensuring student access is not limited by socioeconomic status</td>
<td>Indebtedness to degree; percent of Pell-eligible students; percent of students receiving any aid; total amount of aid awarded; percent of students whose need is fully met; average percent of need met; average financial aid package.</td>
<td>These financial aid data directly reflect the impact of our efforts to rebalance merit-based and need-based aid and our other efforts to reduce financial barriers to Westminster.</td>
</tr>
<tr>
<td>Improving percentage of on-time graduation</td>
<td>Graduation and retention rates.</td>
<td>These data directly reflect the impact of our efforts to reduce time to degree and to improve retention and student success.</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Creation of a sustainable business model</td>
<td>Revenue surplus (net); endowment market value; average undergraduate discount rate; average first-year discount rate; undergraduate enrollment; graduate enrollment; undergraduate tuition and fees.</td>
<td>These data signal the overall financial well-being of the College, as well as the impact of our efforts to stabilize enrollment and revenue.</td>
</tr>
</tbody>
</table>

2014-19 data and benchmarks for the indicators summarized in these tables are discussed in detail under Standard 1.B.4.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The Strategic Plan for 2014-19 was the outcome of a campus-wide interactive process that began in September 2012 and concluded in December 2013. Led by President Brian Levin-Stankevich and the Strategic Planning Steering Committee, the process engaged hundreds of students, alums, faculty, staff, and Board of Trustees members, as well as members of the local community. The Steering Committee hosted multiple town hall meetings, focus groups, and goal-setting work groups, and it also gathered online feedback on the draft plan. Following approval by the Board of Trustees, the Strategic Plan was made available to the community on the College’s website.

During the five-year term of the plan, the Strategic Planning Committee and/or the President’s Cabinet established annual institutional priorities, described in the 2014-2019 Institutional Priorities document, to guide ongoing implementation of the plan and continuous improvement of institutional effectiveness. These institutional priorities guided the work of the President’s Budget Advisory Committee and then the Planning and Priorities Committee, which worked with the President each year to review the College’s operating budget and make resource allocation decisions. Assessments of progress on annual institutional priorities were communicated to campus constituencies by members of the President’s Cabinet during annual All-College meetings. In August 2019 the NWCCU Self-Study Steering Committee reviewed data on the College’s indicators in order to focus a conversation that simultaneously assessed implementation of the expiring strategic plan and evaluated the College’s mission fulfillment status for purposes of this self-evaluation report.
The next three sections describe the progress we have made toward our strategic goals and objectives with the guidance of the annual assessment and planning process.

**Strategic Goal 1: Building a Community of Learners**
Westminster will cultivate a truly extended and inclusive community of learners that reflects personalized relationships and the best attributes of a small college.

**Objective 1: Creating a faculty/staff community that is collaborative, respectful, empowering, and accountable**

The indicators for this objective are responses to relevant questions on the *Great Colleges to Work For* survey, which all faculty and staff are invited to complete every other year. For each of the four descriptors above, we have identified three correlated assessment statements in the survey. In the survey, people were asked to respond using a five-point scale, ranging from “strongly disagree” to “strongly agree.”

**Collaborative**
13. We have opportunities to contribute to important decisions in my department
23. People in my department work well together
26. I can count on people to collaborate across departments

**Respectful**
43. At this institution we discuss and debate issues respectfully to get better results
62. The general atmosphere for persons of different backgrounds is welcoming and respectful
61. There is respect for individual needs, abilities and potential across campus

**Empowering**
2. I am given responsibility and freedom to do my job
39. Faculty are appropriately involved in decisions related to the education program
42. Faculty, administration and staff are meaningfully involved in institutional planning

**Accountable**
3. My supervisor makes his/her expectations clear
17. Our review process accurately measures my job performance
19. My supervisor is consistent and fair

For each set of three statements, we tracked the average percentage of positive responses (agree or strongly agree). The data and thresholds for the period under review are as follows:
<table>
<thead>
<tr>
<th></th>
<th>2016 (response rate = 66%)</th>
<th>2018 (response rate = 55%)</th>
<th>Acceptable</th>
<th>Aspirational</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative</td>
<td>62%</td>
<td>62%</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Respectful</td>
<td>61%</td>
<td>58%</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Empowering</td>
<td>72%</td>
<td>70%</td>
<td>60%</td>
<td>80%</td>
</tr>
<tr>
<td>Accountable</td>
<td>63%</td>
<td>63%</td>
<td>60%</td>
<td>80%</td>
</tr>
</tbody>
</table>

For all Carnegie Master’s institutions surveyed in 2015, the average percentage of responses that were positive was 67%. For those surveyed in 2017, it was 68%. Our acceptable and aspirational thresholds bracket these benchmarks. The survey data indicate that faculty and staff perceptions of the campus community have mostly remained stable near acceptable thresholds throughout a period of sustained organizational instability and change. However, it must be noted that there are significant numbers of faculty and staff who do not feel that our workplace culture is as supportive as we would hope. We need to know whether specific perceptions are stronger among members of particular groups of faculty and staff. As a college that prides itself on a strong and supportive community, we hope that ongoing work on our campus culture will bring us much closer to our aspirational thresholds during the next accreditation cycle. Also, we hope to improve the quality of the data we use to assess campus culture, perhaps by employing a survey instrument that is better adapted to small, private colleges.

In Fall 2014, the Bill and Vieve Gore School of Business launched a new Center for Innovative Cultures with funding provided by a generous gift from a long-time supporter. Later that academic year, President Morgan asked the Center to lead an initiative to strengthen our campus culture. Beginning in Fall 2015, a working group was established, and campus feedback sessions were held. During these early meetings, there was substantial disagreement about whether diversity, equity, and inclusion should be viewed as central to the project at hand. In Fall 2016, President Morgan refocused the initiative, this time with leadership from faculty and staff, including the Director of Human Resources. Over the next two years, the work increasingly focused on diversity, equity, and inclusion, as well as leadership, communication, and effective conflict resolution. In Fall 2018, the Faculty Senate convened an ad hoc Task Force on Shared Principles for Productive Conversation. A draft statement of principles will be circulated for faculty review in late Spring 2020.

Alongside the ongoing work on our campus culture, there have been substantial efforts to improve organizational leadership through multiple transitions. In 2017-18, President Morgan and the senior administrators participated in a year-long leadership development process that involved defining clear decision-making processes and developing a 360-degree feedback system. The goal of this process was to increase accountability and transparency. Then in Fall 2018, immediately after President Dobkin took office, the Cabinet and the broader Leadership Council participated in team-building processes that were designed to ensure cohesion and alignment. In addition, the Cabinet established new internal communication strategies designed...
to ensure that campus stakeholders are well informed about key decisions. These efforts have continued in 2019-20.

In addition, from 2013 to 2017, the Provost and deans took part in extensive conflict management training so that they could more proactively address negative interactions in the workplace. Finally, in fall 2018, the College retained the services of a Campus Ombuds whose services are available to all faculty, staff, and students.

In summary, the College has experienced considerable turnover at the Cabinet level during a multi-year period of significant internal and external challenges. As a result, we have experienced some workplace conflict and employee dissatisfaction. However, we have made sustained efforts to directly address these issues, as described above, and we have maintained a fundamentally sound campus community.

Objective 2: Increasing diversity, equity, and inclusion on our campus

The indicators for this objective are the percentage of first-year students, faculty, and staff of color (African American/Black, Hispanic/Latinx, Native American/Alaska Native, Asian, Native Hawaiian/Pacific Islander). It should be noted that data for student demographics are limited to incoming first-year students because we ask for self-reporting during the application process, but not thereafter. However, we collect disaggregated data for retention and graduation rates, which we report below.

Percentage of first-year students of color

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<tbody>
<tr>
<td>19%</td>
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<td>17%</td>
<td>17%</td>
<td>21%</td>
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Percentage of faculty of color

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<tr>
<td>12%</td>
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<td>13%</td>
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Percentage of staff of color

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<td>15%</td>
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<td>15%</td>
<td>21%</td>
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Our current aspirational goal is to achieve the same level of demographic diversity as the state of Utah. In 2018-19, for the first time in the history of the College, the diversity of the incoming first-year class met that threshold. However, the diversity of our faculty has remained relatively stable at or below the acceptable threshold. Moreover, the diversity of our staff has actually declined significantly in the last few years, in part because of the disproportionate impact of
reductions in force. In addition to tracking demographic data, we also monitor retention rates for students from historically excluded groups as compared to the total student population:

First-time, first-year students retained to second year (a: All; b: SOC)

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<tbody>
<tr>
<td>a. 83%</td>
<td>a. 79%</td>
<td>a. 80%</td>
<td>a. 81%</td>
<td>a. 80%</td>
<td>80%</td>
<td>90%</td>
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<tr>
<td>b. 84%</td>
<td>b. 80%</td>
<td>b. 79%</td>
<td>b. 82%</td>
<td>b. 78%</td>
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First-time, first-year students retained to third year (a: All; b: SOC)

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<tbody>
<tr>
<td>a. 73%</td>
<td>a. 66%</td>
<td>a. 68%</td>
<td>a. 74%</td>
<td>b. 67%</td>
<td>70%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>b. 75%</td>
<td>b. 68%</td>
<td>b. 68%</td>
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First-time, first-year students retained to fourth year (a: All; b: SOC)

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<tbody>
<tr>
<td>a. 71%</td>
<td>a. 66%</td>
<td>a. 66%</td>
<td>a. 67%</td>
<td></td>
<td>65%</td>
<td>75%</td>
<td></td>
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<tr>
<td>b. 67%</td>
<td>b. 65%</td>
<td>b. 67%</td>
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Our retention rates are quite similar for students of color and for the total student population, and they generally remain above acceptable thresholds. We hope to see this trend continue.

While we have had only modest success improving the demographic diversity of our community, we have made significant progress related to diversity, equity, and inclusion (DEI) that is not directly measured by the indicators presented above. Specifically, we have developed structures, policies, and procedures that have increased our capacity to engage in this work at all levels of the organization, including the Board of Trustees, the President’s Cabinet and Leadership Team, faculty, staff, and students.

In Fall 2014, President Levin-Stankevich created the position of Faculty Fellow for Diversity, Equity, and Inclusion (DEI). The first person to occupy this role, Dr. Tamara Stevenson, successfully engaged the campus community through Learn and Lead seminars, the Bruce W. Bastian Diversity Speakers Series, as well as Martin Luther King, Jr. week programs, which have included speakers, panel discussions, film screenings, and community rallies and marches.

President Morgan established a cabinet-level Chief Diversity Officer role during his first year in office. After a competitive national search, the College hired Dr. Marco Barker to serve as its inaugural Associate Vice President for Diversity, Equity, and Inclusion. Soon after his arrival, Dr. Barker formed a campus-wide Diversity Engagement Team and led the development of the College’s Diversity Statement, which was adopted by the Board of Trustees and now provides a frame for ongoing work in this area. During 2018-19, in order to operationalize the statement, Dr. Barker led the development of a College-wide Diversity Strategic Plan, which is
complemented by departmental unit plans. When Dr. Barker left the College for another position in Spring 2019, Dr. Tamara Stevenson was named interim Chief Diversity Officer.

The College hired its first dedicated Title IX/EOO Officer in August 2015 and conducted a major overhaul of its Title IX reporting and response policies during the subsequent two years. In Fall 2018, the College retained the services of a campus ombuds, who serves as a confidential, informal, impartial, and independent resource for everyone to seek assistance with concerns or issues impacting their ability to teach, learn and work. A new Bias Response Team receives reports of bias occurrences and determines appropriate educational interventions to increase individual and institutional awareness toward the promotion of a healthy campus climate.

Since joining the College in 2018, President Dobkin has placed DEI work at the center of her agenda with direct engagement and participation in events and activities across the campus, along with facilitating intentional incorporation of DEI principles in the College's policies and practices. During the first year of her tenure, Dr. Dobkin convened a series of student, staff, and faculty-combined community conversations with DEI Faculty Fellow Dr. Chris Davids to emphasize the importance of engaging across differences. She continues to model and demonstrate incorporating DEI in the operationalization of work processes and procedures, problem solving and decision making, and the expansion of subject matter expertise with campus leadership and the College's Board of Trustees, along with commitments to recognize and support vulnerable populations on campus. Examples of these efforts range from ongoing engagement with the Board of Trustees' ad hoc diversity committee with a common read of the text "Difference Matters: Communicating Social Identity" by Dr. Brenda Allen and scheduling a "Difference Matters" workshop at the Fall 2019 Board of Trustees retreat to support their exploration and understanding of implicit bias and privilege. The governance committee of the Board of Trustees utilizes a diversity skills matrix when inviting new trustees to join the College and recently added two new trustees from historically underrepresented groups. Also, Dr. Dobkin has advanced the exploration of establishing an official campus-wide indigenous land acknowledgement statement and she recently reaffirmed the College's commitment to support undocumented students by signing a Supreme Court amicus brief for higher education institutions that oppose the elimination of the “Deferred Action for Childhood Arrivals” (DACA) program.

In addition to committing significant leadership and organizational resources to DEI work, the College is making important changes in enrollment management processes. Initial changes include specific changes in the application requirements that have been implemented for the Fall 2020 undergraduate class. Applicants are not required to submit an essay for an admissions decision, but the past requirement is now an optional supplemental item to their application. Additionally, after removing an initial cost barrier by providing a free application for undergraduate applicants in 2018, the Fall 2020 applicants can now submit self-reported test
scores for an admissions decision (removing an additional financial barrier of having to pay for official test scores to be sent at the application phase). Aside from changes to the application requirements, the enrollment management team is considering the implications and possibilities of test-optional admissions processes and restructuring financial aid awarding to reflect a holistic merit scholarship awarding system. Finally, the enrollment management team has used descriptive and diagnostic analytics to adjust the design of prospective student events to target different audiences with more strategic points. As a result, outreach to community partners who work with historically underrepresented and excluded populations has expanded and funding has been set aside for these partners to facilitate busing for the students they serve to access the Westminster campus and community.

In order to improve overall retention, and especially retention of historically excluded students, the Division of Student Affairs has worked to increase student engagement. The Student Affairs team ensures that each first-year student is connected to the Westminster community prior to fall break in some capacity outside of the classroom. In order to assess this work, the team has begun gathering data on student engagement and its impact. All incoming students are now required to complete a retention survey. Also, co-curricular directors have developed measures for student involvement in their events and programs. In the future, we plan to work on integrating our various data systems and improving our reporting to ensure that the data we gather can inform planning and decision-making.

The Student Diversity and Inclusion Center has created a monthly programming structure around cultural awareness months with lectures and targeted programming; implemented strategic student development initiatives that are student-led and administration-supported for marginalized communities, including AAPI Life (serving Asian American and Pacific Islander students), Black Excellence (serving Black, African, and African American students), Raza Visible (serving Chicano and Latinx students), and Queer Compass (serving Queer, gender non-binary, and gender minority students). Additionally, in 2018-19 the center trained all student athlete teams on diversity, inclusion, and identity development.

Beginning in 2014, we extended our community by creating a formal partnership with the City of South Salt Lake (SSL), a local municipality that houses the largest number of refugees in the State of Utah. This work has included numerous community engaged learning courses collaborating with SSL, ranging from education courses focused on immigration and working with English language learners, to business courses creating entrepreneurship workshops and doing abbreviated business development plans with after-school youth, to environmental studies courses addressing environmental justice concerns and carrying out projects hand-in-hand with the community to address those concerns. We also have students engaging in tutoring and mentoring youth in the community and even utilizing leadership grants through the College’s Dumke Center for Civic Engagement on self-designed projects that last for an entire academic
year. Most recently, we have created a formal college-access program called Walkways to Westminster in which Westminster students serve as mentors to help 6th-12th grade first-generation and/or underrepresented mentees plan the next steps in their academic careers. Through this program, we have developed a pipeline and raised scholarship money to support SSL residents who wish to attend Westminster College.

Finally, the College opened its Center for Veterans and Military Services (CVMS) in Fall 2015. As a co-curricular center, the CVMS supports nearly 150 veterans, service-members, family members, cadets, and midshipmen. Students can take advantage of a textbook buying and sharing program, assistive technology, study space, free printing, the VA VITAL program, weekly socials, and women veteran specific outings. Furthermore, the center provides referrals to resources on campus and within the community. US News and World Report named Westminster as number 8 among the Best Colleges for Veterans in 2019.

Objective 3: Enhancing the culture of professional development

The indicators for this objective are rates of participation in on-campus or off-campus professional development activities with financial support from the College. We also use response rates to a question on the Great Colleges to Work For survey that focuses on faculty and staff perceptions of opportunity for professional growth. These data directly measure the impact of our efforts to cultivate a culture of lifelong learning among faculty and staff.

Percentage of full-time faculty who participate in at least one College-funded professional development opportunity

<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptable</th>
<th>Aspirational</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>2015-16</td>
<td>48%</td>
<td>50%</td>
</tr>
<tr>
<td>2016-17</td>
<td>51%</td>
<td>50%</td>
</tr>
<tr>
<td>2017-18</td>
<td>76%</td>
<td>60%</td>
</tr>
<tr>
<td>2018-19</td>
<td>67%</td>
<td>50%</td>
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Percentage of full-time staff who participate in at least one College-funded professional development opportunity

<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptable</th>
<th>Aspirational</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>93%</td>
<td>100%</td>
</tr>
<tr>
<td>2015-16</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>2016-17</td>
<td>97%</td>
<td>100%</td>
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<tr>
<td>2017-18</td>
<td>99%</td>
<td>100%</td>
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<tr>
<td>2018-19</td>
<td>100%</td>
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Percentage of positive responses (i.e., agree or strongly agree) to the following statement: I am given the opportunity to develop my skills at this institution

<table>
<thead>
<tr>
<th>Year</th>
<th>Acceptable</th>
<th>Aspirational</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>n/a</td>
<td>80%</td>
</tr>
<tr>
<td>2015-16</td>
<td>n/a</td>
<td>60%</td>
</tr>
<tr>
<td>2016-17</td>
<td>n/a</td>
<td>60%</td>
</tr>
<tr>
<td>2017-18</td>
<td>n/a</td>
<td>60%</td>
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Staff participation rates have been stable at a very high level during the period under review, while faculty participation rates have increased substantially. Meanwhile, faculty and staff perceptions of opportunity for professional growth declined slightly. There is a significant disparity between participation rates for faculty and staff because different definitions of
professional development are used. For faculty, the Provost’s Office reports only funded participation in external events such as academic conventions, conferences, and symposiums. For staff, the Office of Human Resources reports participation in both external events and required internal trainings on such topics as Title IX policy, cybersecurity, and FERPA compliance.

In Fall 2014, President Levin-Stankevich announced a grant program funded by the President’s Innovation Network to support projects that would advance the College’s strategic goals. Some of these grants supported professional development activities planned and delivered by and for faculty and staff. President Levin-Stankevich also reconvened Staff Council in October 2013, after it had been dormant for several years. The Council supports professional development through grants to attend local and out-of-state workshops, conducts a leadership conference on campus, facilitates a full-day staff retreat every year, keeps staff emeritus connected to the campus, and is responsible for many social events throughout the year. During annual performance evaluations, supervisors ask staff members who report to them about their professional development needs. As possible, individual units provide funding to support needs identified during these evaluations.

**Strategic Goal 2: Innovating to Support Student Success**

Westminster’s culture of innovation and continuous improvement will place us at the forefront of high-quality, relationship-based, student-centered learning design.

**Objective 1: Creating a flexible liberal education core**

The indicators for this objective are the numbers of sections offered per year in each WCORE category during the program’s first three years. These numbers directly reflect whether our new general education curriculum has sufficient capacity to meet student needs in a timely manner.

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<tbody>
<tr>
<td># of SBS sections</td>
<td>46</td>
<td>42</td>
<td>31</td>
<td>40</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td># of SAM sections</td>
<td>34</td>
<td>35</td>
<td>39</td>
<td>36</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td># of FAH sections</td>
<td>66</td>
<td>64</td>
<td>74</td>
<td>68</td>
<td>35</td>
<td>40</td>
</tr>
<tr>
<td># of DE sections</td>
<td>43</td>
<td>35</td>
<td>32</td>
<td>37</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td># of QE sections</td>
<td>38</td>
<td>40</td>
<td>40</td>
<td>39</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td># of RE sections</td>
<td>33</td>
<td>37</td>
<td>37</td>
<td>36</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td># of WE sections</td>
<td>23</td>
<td>29</td>
<td>29</td>
<td>27</td>
<td>25</td>
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Our acceptable and aspirational thresholds are determined in relation to a first-year class size of approximately 400. Most WCORE classes are capped at 20 or 24 seats, so at our acceptable threshold of 35 sections in each of the three disciplinary areas, there are approximately 770 seats, which is enough to allow all first-year students to complete at least one course in the area, while also creating room for students from prior cohorts who need to complete a second. Average
enrollment across all WCore classes was 17.6 in 2017-18 and 16.7 in 2018-19. Therefore, our capacity is well-aligned with student needs in most areas. The benchmarks we’ve selected do not account for fluctuations in enrollment, however. Significant growth in the student population will require us to offer additional sections of SBS and SAM courses. However, we have significantly more capacity than demand in FAH.

The College’s previous liberal education program required 39-53 credit hours, depending on the specific pathway that a student took through the curriculum. Most students complete the first two years of WCore in less than 24 credit hours. As a result, students have room in their academic plans for self-directed exploration of the curriculum. We have anecdotal evidence to suggest that both first-year and transfer students perceive WCore as flexible and appreciate the opportunity it affords them to make interdisciplinary connections by learning outside their major, and we would like to explore this topic further by gathering and analyzing qualitative data on the student experience.

The indicators we have chosen to use during the roll-out of WCore are focused mainly on raw capacity, and they give us a very simple understanding of the program’s potential flexibility. As we continue to develop and study the success of this critical part of our curriculum, we plan to develop new indicators that will help us understand a range of questions. For instance, we want to know how students are using the freedom to explore that WCore has afforded them, if WCore works well for transfer students who have not completed an associate’s degree, whether we have enough online courses in WCore to meet demand, and more. The WCore Committee has conducted preliminary research that addresses some of these questions. Their initial findings are discussed in the preface of this report, along with the results of their ongoing assessment of student learning in WCore.

**Objective 2: Involving students in multiple high-impact learning practices**

The indicators for this objective are student participation rates in select high-impact practices (HIPs) as defined by the Liberal Education and America’s Promise (LEAP) initiative of the American Association of Colleges and Universities.

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</thead>
<tbody>
<tr>
<td>Writing-Intensive Courses</td>
<td>62%</td>
<td>65%</td>
<td>62%</td>
<td>72%</td>
<td>81%</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Undergraduate Research</td>
<td>4%</td>
<td>6%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Internships</td>
<td>38%</td>
<td>37%</td>
<td>38%</td>
<td>36%</td>
<td>35%</td>
<td>35%</td>
<td>50%</td>
</tr>
<tr>
<td>Capstone Courses and Projects</td>
<td>91%</td>
<td>94%</td>
<td>92%</td>
<td>92%</td>
<td>94%</td>
<td>90%</td>
<td>100%</td>
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</table>

We consider our overall rates of participation in this subset of HIPs to be acceptable. However, we have also made significant progress in adopting a range of HIPs that are not reflected in these
indicators, such as competency-based grading, directed and independent studies, field-based experiential learning, community-engaged learning, and more. Also, Westminster has a robust Learning Community program which is described in our response to Standard 1.D.2.

Continuous quality improvement efforts in this area are ongoing. For instance, a team attended the National Summer Institute on Learning Communities and created a plan, which is now being implemented, for assessing and improving LC’s. The focus of this work is currently on faculty professional development. We hope to make regular LC faculty meetings into places of innovation and experimentation that are open to all campus educators. LC faculty meetings will be led by different faculty/staff on topics related to teaching and learning in which they have expertise. The LC Advisory Board, comprised of three faculty members who teach in the program, chooses LCs for the following year, sets policy, and reviews feedback from the LC faculty meetings.

During the next accreditation cycle, we plan to disaggregate data on HIPs in order to determine whether there are equitable rates of participation among students in a range of demographic categories, such as students of color, first-generation students, and adult learners.

Objective 3: Creating a culture of continuous improvement

All academic programs and almost all co-curricular programs at the College engage in regular self-study and planning, either as part of specialized accreditation processes or as part of the College’s six-year program review cycle. Since a commitment to continuous improvement has been so widely adopted across campus, our focus during this accreditation cycle has been on improving the quality of these processes. The qualitative indicators we will discuss here are 1) the effectiveness of efforts to assess student learning; 2) the value of findings about student learning as a basis for subsequent planning efforts; and 3) the extent to which programs successfully improve their operations as a result of assessment and planning. For this set of indicators, acceptable and aspirational performance thresholds are necessarily subjective. As detailed in the following paragraphs and at many other places in this report, we believe that we are making steady progress in improving the depth and sophistication of the culture of continuous improvement at the College.

In 2016, we redesigned our academic program review process to place much greater emphasis on assessment of student learning. Primary responsibility for evaluation of enrollment patterns, program budgets, and other operational concerns was reassigned to the Provost and the Deans’ Council. Our goal was to ensure that program improvement recommendations were firmly grounded in thoughtful analysis of findings about the effectiveness of a program’s core function, facilitating student learning. So, we ask programs to design their own assessment protocols, using an appropriate mix of quantitative and qualitative data. We emphasize the importance of
capturing insights from experiential assessment that occurs as part of the faculty’s daily work with students. Assessment methods vary significantly across disciplines; however, all programs must answer a common set of questions:

- What are the program’s learning goals? How do they align with the College-wide learning goals?
- Where and how do the program’s curriculum and learning designs facilitate student achievement of these goals?
- Where and how does the program assess student achievement of these goals?
- What are the program’s expectations regarding student achievement of these goals?
- For each learning goal, what percentage of students meet or exceed expectations?
- Are there notable pathways or obstacles to learning in the curriculum or instructional designs?
- How does the program support the success of students from underrepresented groups?
- What program improvement goals have you set in response to what you learned from assessment of student learning?

The goal of our redesigned process is to encourage programs to do authentic assessment work that drives meaningful change. We have completed three sets of program reviews using the new system, and the results so far have been promising, though uneven. When faculty are given the opportunity to ask their own questions about student learning and then look for answers using their own methods, they tend to generate genuine insights that they are eager to act on. In the next accreditation cycle, we will continue to refine our approaches to assessment of student learning. In particular, we will hope to implement improved accountability measures to ensure that programs gather comparable assessment data annually and that they implement the plans they make. We also hope to improve the consistency and regularity of program improvement work in co-curricular units.

**Strategic Goal 3: Assuring affordability and sustainability**
Westminster will build a sustainable, thriving institution that provides affordable, high-value student education.

**Objective 1: Ensuring student access is not limited by socioeconomic status**

The indicators for this objective are key financial aid statistics that show the extent to which the college provides access to students for whom the cost of attendance would otherwise be a barrier.
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<tbody>
<tr>
<td>Average indebtedness to degree (Thousands)</td>
<td>$27.5</td>
<td>$29.7</td>
<td>$30.0</td>
<td>$28.8</td>
<td>$29.7</td>
<td>$29.1</td>
<td>$32.6</td>
<td>$30.0</td>
</tr>
<tr>
<td>Percent of Pell-eligible first-time full-time undergraduates</td>
<td>26%</td>
<td>27%</td>
<td>27%</td>
<td>25%</td>
<td>29%</td>
<td>27%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Percent of first-time full-time undergraduates receiving financial aid</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>98%</td>
<td>99%</td>
<td>99%</td>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>Total institutional aid Awarded (Millions)</td>
<td>$25.2</td>
<td>$27.3</td>
<td>$28.2</td>
<td>$29.5</td>
<td>$29.9</td>
<td>$28</td>
<td>$25</td>
<td>$30</td>
</tr>
<tr>
<td>Percent of first-time full-time undergraduates who had need fully met</td>
<td>18%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>14%</td>
<td>17%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Average percent of need met for first-time full-time undergraduates who were awarded any need aid</td>
<td>83%</td>
<td>81%</td>
<td>82%</td>
<td>80%</td>
<td>83%</td>
<td>82%</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>Average financial aid package for first-time full-time undergraduates (Thousands)</td>
<td>$24.9</td>
<td>$24.9</td>
<td>$27.8</td>
<td>$27.2</td>
<td>$30.4</td>
<td>$27.0</td>
<td></td>
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</tbody>
</table>

According to the College Board, the average cumulative indebtedness for graduating students at private, non-profit, four-year colleges in 2016-17 was $32,600. Our acceptable threshold for average indebtedness to degree matches this national figure, while our aspirational threshold is set lower at $30,000. Average indebtedness has remained at or below our aspirational threshold throughout the period under review. We believe that students who take advantage of student loans to finance a Westminster education will receive an excellent lifetime return on their investment. However, we also understand the financial burden that debt service can impose on graduates during the first stages of their careers, so we will continue working to contain borrowing within manageable limits.

In keeping with our commitment to access, we strive to ensure that at least 25% of each incoming class is Pell-eligible (family income < $60K). We have met or exceeded this target in each of the last five academic years. This is made possible by our generous financial aid program. The College disburses an average of $27.5M in aid per year, providing direct financial support to more than 90% of our student population. The average financial aid package for first-time, full-time undergraduates during the last five years totals $27.0K. We are able to meet 82% of the documented need of first-time, first-year students who qualify for need-based aid, and we
are able to fully meet the need of 17% of first-time, first-year students. However, because per capita financial aid has increased and net tuition revenue per student has decreased during a period of declining overall enrollment, net tuition revenue per student has declined. As a result, the College has experienced significant budgetary challenges. As discussed below, we have been engaged in an ongoing process of reevaluating our business model, with a focus on optimal pricing and discounting to achieve sustainable net revenue. While we recognize that we cannot eliminate the impact of socioeconomic status as a barrier to access, we remain committed to mitigating that impact to the fullest extent possible while maintaining a manageable discount rate and net tuition revenue.

**Objective 2: Improving percentage of on-time graduation**

The indicators for this objective are our retention and graduation rates.

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</thead>
<tbody>
<tr>
<td>First-year retention rate</td>
<td>83%</td>
<td>79%</td>
<td>80%</td>
<td>81%</td>
<td>80%</td>
<td>80%</td>
<td>85%</td>
</tr>
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</table>

During the period under review, our first-year retention rate has matched the national average for private four-year colleges.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Acc</th>
<th>Asp</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year grad. rate</td>
<td>45%</td>
<td>47%</td>
<td>45%</td>
<td>44%</td>
<td>57%</td>
<td>52%</td>
<td>50%</td>
<td>55%</td>
</tr>
<tr>
<td>5-year grad. rate</td>
<td>61%</td>
<td>60%</td>
<td>59%</td>
<td>56%</td>
<td>66%</td>
<td>55%</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>6-year grad. rate</td>
<td>63%</td>
<td>62%</td>
<td>61%</td>
<td>58%</td>
<td></td>
<td>60%</td>
<td>66%</td>
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</tbody>
</table>

During the period under review, our six-year graduation rate has averaged 61%, which exceeds our acceptable threshold of 60%, but remains five percentage points below the national average of 66%, which is our current aspirational threshold. Notably, we have seen a welcome increase in the four-year graduation rate for the entering classes of 2014 and 2015. While it is too early to explain this increase with confidence, we believe that we are beginning to see the impact of implementing WCore and moving to a faculty advising model.

Since 2017, we have contracted the consulting firm Enrollment Research to conduct a retention survey of first-year students at the beginning of October. Our response rate for this survey ranges from 42-54%. We use this survey to evaluate students’ perceptions regarding finances, sense of belonging, academic engagement, and more. In fall 2019, the Student Outreach Committee discussed the survey results and asked specific units/people to reach out to students who expressed dissatisfaction or difficulty. Of the fall 2019 cohort, 70% of the respondents (54%) reported feeling connected to a faculty or staff member and 72.5% reported that they had found a club or activity. Our plan for more intentional outreach in the future is part of the goal that each first-year student feels meaningfully connected to campus by the end of October. That includes
correlating retention survey results with data from the student engagement tracker employed by the Dean of Students’ office.

Other important retention and student success efforts in the last five years include expanding student employment opportunities, opening a Center for Veteran’s and Military Services, and investing in the Westminster Network and other mentoring programs. We experimented with a four-year graduation guarantee program but discovered that there was minimal student interest. As discussed in our response to Standard 1.D, continuing to improve our four-year graduation rate will be an area of strategic focus in the coming evaluation period.

**Objective 3: Creation of a sustainable business model**

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</tr>
</thead>
<tbody>
<tr>
<td>Revenue Surplus (Net)</td>
<td>$152.4K</td>
<td>$150.5K</td>
<td>$184.1K</td>
<td>$-15.8K</td>
<td>$-6.9M</td>
<td></td>
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<tr>
<td>Endowment Market Value (Millions)</td>
<td>$73.5</td>
<td>$68.7</td>
<td>$77.4</td>
<td>$81.2</td>
<td>$84.3</td>
<td>$76.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Undergrad Discount Rate</td>
<td>45.6%</td>
<td>47.8%</td>
<td>47.3%</td>
<td>50.5%</td>
<td>51.3%</td>
<td>48.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average First-Year Discount Rate</td>
<td>54.5%</td>
<td>52.1%</td>
<td>52.7%</td>
<td>57.6%</td>
<td>63.6%</td>
<td>56.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Enrollment</td>
<td>2,233</td>
<td>2,159</td>
<td>2,127</td>
<td>2,030</td>
<td>1,968</td>
<td>2,103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Enrollment</td>
<td>758</td>
<td>662</td>
<td>565</td>
<td>540</td>
<td>509</td>
<td>607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Tuition and Fees</td>
<td>$30,364</td>
<td>$31,228</td>
<td>$32,104</td>
<td>$33,040</td>
<td>$33,480</td>
<td>$32,043</td>
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</tbody>
</table>

We are pleased that the College’s endowment has grown steadily during the period under review, reaching its historic high. For three decades, until 2017-18, the College’s balance sheets showed modest annual surpluses, but for the last two fiscal years, deficits have been reported. This indicator does not show the full extent of the financial challenges that the College has faced during the period under review. Instead, it reflects nimble financial management, as the College has closed budget gaps through one-time gifts, real estate sales, and use of reserves. The College implemented significant workforce reductions and operating budget cuts in both 2014-15 and in 2018-19. While these measures have been effective for the short term, structural change in the budget is necessary to create long-term sustainability.
Since 2013-14, the College has seen a steady decline in its net tuition revenue. This decline has been caused by annual decreases in both undergraduate and graduate enrollment, as well as by the rapid increase in our discount rate to its historic high. The effect of these drivers has been magnified by the decision to hold our tuition rate at a level well below most peer institutions in response to local market concerns about the affordability and value of higher education. These trends are unsustainable, and there have been intensive efforts to address them.

First, and most importantly, we have worked to develop a new business model based on a strategic plan for enrollment management. However, because the College has experienced repeated leadership changes in this critical area, there has not been a consistent long-term strategy with effective execution. From 2013 to 2016, Dr. John Bawarowsky, who was a consultant for Buffalo Noel Levitz, served as our Vice President of Enrollment Management and Student Success. He established a new strategic enrollment plan that focused on enhancing the campus visit experience. He launched an 80/70/60 persistence plan, which sought to increase first-year retention to 80%, sophomore retention to 70%, and the four-year graduation rate to 60%. He also hired Dr. Christie Fox as our first Director of Student Success and Retention to support that plan. Third, he replaced the College’s longtime customer relationship management platform, Hobson’s, with Recruiter. This new platform has required a great deal of attention from IS, with a number of employees from that office actually being deployed to Admissions over the last two years to make it work better. Over the past three admissions cycles, hundreds of applications have been lost and simply tracking applications through the funnel has been a challenge. The College is currently adopting a new CRM, Slate, to address these concerns.

After Dr. Bawarowsky’s departure, the director of undergraduate admissions who had reported to him stepped into an interim VP role briefly then left the College abruptly. Two failed searches for a new VP of Enrollment Management followed, at which point a temporary VP was contracted from the Registry. After a little over a year in that role, he too departed, and his relatively new director of undergraduate admissions stepped forward on an interim basis. During this period of flux, Provost Lisa Gentile assumed functional leadership of the enrollment effort by forming a small Strategic Enrollment Team. The most important step taken by this group was to engage the consulting firm Enrollment Research to rebalance financial aid policy. The new approach offered significantly more need-based aid in the form of “Griffin Grants,” in the belief that an increase in the discount rate would be offset by greater volume of tuition-paying students. The effort also aligned with the College’s longtime commitment to access. While the 2017-18 and 2018-19 classes did contain a greater number of students of color (24% & 26%, respectively, versus 21.5% in the previous two years), the significant increases in the first-year discount rate (57.6% and 63.6% respectively, versus an average of 53% the previous three years) were not offset by increased volume of first-year students. Similarly, a new “Perseverance Scholars” program disbursed awards that were equivalent to the highest merit award but were based on a student’s resilience. This program permitted local high school counselors to select up to five
students from their schools to receive the scholarship without submitting applications for admission. The result was a further increase in the discount rate and recruitment of students to the college who retained at the low rate of 63%.

In 2018-19, President Dobkin took several steps to reverse these concerning trends. She moved the enrollment management reporting line to her office from the provost’s office, became actively involved in discussions of financial aid strategy, scaled back the aggressive commitments of the Griffin Grant to in-state students, established a two-year residency requirement with tighter waiver requirements, and hired a new VP of Enrollment Management, Erica Johnson. President Dobkin has also moved the CIO position into the cabinet upon hiring a new VP in that position, to enhance direct communication between Admissions and IS on their work, which is already bearing fruit in the collaboration around a new CRM. Finally, she advocated for an 8.5% increase in published undergraduate tuition and fees that will take effect in Fall 2020.

There have also been sustained efforts to adapt the College’s portfolio of academic programs to market demands and workforce needs. Every year the provost and deans have evaluated low-enrolled programs and financially unsustainable programs for possible discontinuation. They have also explored possibilities for growth of existing programs and development of new ones. Among the most notable changes are 1) discontinuation of the Aviation and Master of Professional Communication programs, 2) elevation of the Honors program to an Honors College, and 3) creation of the Outdoor Education and Leadership, Sports Administration, and Doctor of Nursing Practice programs. In order to sharpen the focus on this ongoing work by grounding it in financial and market data, the College retained BKD Advisors and Gray Associates in Fall 2019. Data sets developed by these firms are currently being used to develop recommendations for further adaptation of the College’s program portfolio in order to more closely align with prospective students’ educational goals and to optimize net tuition revenue.

Finally, as discussed in the preface to this report, the College launched a new brand in 2016. The aim of the rebrand was to strengthen and build a consistent narrative about the Westminster experience that was more authentic and compelling to all of our constituents. As part of the rebrand, the Office of Marketing and Communication built and launched a new website that is intended to meet the needs of prospective students and their parents by leveraging the brand platform and providing a user-friendly experience and relevant content.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.
The Office of Institutional Research coordinates College-wide self-study efforts and provides data-informed guidance to facilitate strategic decision making in support of the College’s mission and goals. The office works closely with Information Services and departmental data stewards across campus to ensure data security and integrity. Institutional data are shared with campus constituents and the broader community in a variety of ways including accreditation reports, dashboard reports for the Board of Trustees, annual IPEDS and other external surveys/reports, and internal reports or dashboards about enrollment, retention, finances, degrees conferred, faculty, staff, facilities, grant studies, program review, academic progress and alumni. Raw data is also shared with external consultants including Enrollment Research, Gray Associates, and BKD, who work closely with Institutional Research to make recommendations concerning specific initiatives such as the development of an enrollment management plan, the evaluation of academic program success, and the evaluation of academic program financial sustainability.

Like all colleges and universities in the United States, Westminster has faced significant external challenges in recent years. In Breakpoint: The Changing Marketplace for Higher Education (Johns Hopkins, 2015), Jon McGee identifies the demographic, economic, and cultural disruptions currently impacting our institutions:

1. The number of high school graduates continues to decline from its 2011 peak and is projected to remain flat for the foreseeable future, resulting in intensifying competition among institutions for a smaller number of traditional-age students. At the same time, as a result of the increasing racial and ethnic diversity of the U.S. population, the overall pool of prospects includes much higher numbers of students from groups historically excluded from higher education. These students continue to face daunting social and political barriers to access and success.

2. The price sensitivity of prospective students and their families has increased substantially, in large part because years of increases in the cost of attendance have corresponded with declining real income, net worth, and savings.

3. Public conversations about the value of higher education have increasingly centered on cost-benefit analysis, using post-graduation income as the primary measure of return on investment. As a result, there is sharp skepticism about the continuing relevance of traditional residential educational institutions, especially liberal arts colleges.

There is some local variation in these national trends. Utah is one of the few states in the nation where the college-age population is expected to grow. At the same time, the state’s population is highly price sensitive and even more highly debt-averse. Utah has the lowest per capita outstanding student-loan debt in the nation. Also, since we are the only small private liberal arts college in the state, price sensitivity and debt aversion are compounded by a lack of understanding of the value of the kind of educational experience we offer.
Upon her arrival in 2018, President Dobkin began working with the Board of Trustees to update them on these environmental trends and challenges, to understand the consequences of prior enrollment and budget strategies on current operations and capacities, and to foster a Board governance culture ready to engage in generative conversations about the direction of the College. She began with a Board of Trustees Retreat to review board bylaws, assess governance structure, and set goals and expectations for both trustees and the president. This retreat included an assessment and recommendations based on good governance practice by Skip Myers of Casagrande Consulting. Board development continued with the participation of the chair, Jeanne Ambruster, and President Dobkin in an Association of Governing Boards institute for chairs and presidents of independent colleges in January 2019. In considering a budget strategy for FY20 and beyond, the Board reviewed not only national trends, but also identified private institution competitors and their enrollments, net revenues, and discount rates. They affirmed the College identity as founded on the liberal arts and residential experience, while identifying the need to expand graduate and certificate programs consistent with student interest and market needs. Finally, they recognized that, while the targets set in the last strategic plan understandably emphasized increasing financial aid dollars and closing gaps in student need, these goals will only be sustainable if average tuition revenue per student also increases.

In Fall 2019, the College engaged in a thorough academic program portfolio analysis with two external consultant groups. Gray Associates was retained to provide analysis of market demand, competitiveness, and employment outcomes for current and prospective new academic programs. Simultaneously, BKD Associates conducted an in-depth financial analysis of current programs, with a focus on their contribution margins, so that we can seek efficiencies and make decisions about reorganizing and sunsetting unsustainable programs.

In Fall 2019, the president asked the provost and dean of the Honors College to jointly lead a strategic positioning working group. Rather than develop a comprehensive strategic plan during a year of rapid and extensive change, we are acting more nimbly by stating the non-negotiable features of Westminster and identifying what makes the College distinctive in the higher education marketplace. The working group is charged with making recommendations regarding three to five signature features of the Westminster experience. The resulting strategic positioning statement will 1) articulate our distinctiveness; 2) leverage our strengths; 3) clarify our institutional value proposition; 4) inform a strategic vision; and 5) elucidate assumptions stakeholders make about the institution and its place in the market. The group will also develop a map of the strategic shifts necessary to align operations more closely with the signature features identified in the positioning statement. This document will guide efforts over the next 3-5 years to build a more robust national prospective student/parent audience, and it will inform the next strategic plan.
**Academic Quality**

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

Westminster currently offers baccalaureate degrees (B.A. and B.S) with 41 majors and 38 minors that range across the liberal arts and sciences, as well as select pre-professional fields of study. Undergraduate students may also choose to complete a customized major. The College offers 15 graduate programs that confer master’s degrees, as well as two doctoral programs. Finally, the curriculum is supplemented by three non-credit certificate programs (Leadership, Six Sigma Green Belt, and Montessori Teaching). Three additional certificate programs have been proposed for implementation in Fall 2019: Applied Project Management, Advanced Project Management, and Six Sigma Black Belt. The Leadership, Applied Project Management, Advanced Project Management, and Green and Black Belt certificate programs will be collaborations between the Office of Professional and Continuing Education and the Bill and Vieve Gore School of Business. All academic programs at Westminster are delivered face-to-face on our core campus, except for four competency-based programs that are delivered primarily online (BBA, PMBA, RN to BS, and MSC). Teaching faculty design all of the College’s academic programs and continuously revise their program-specific student learning outcomes and their curricula to ensure appropriate content and rigor.

The College’s portfolio of academic programs is evaluated regularly to ensure consistency with mission and responsiveness to student interest and workforce needs. The most recent comprehensive program portfolio analysis was conducted in Fall 2019. Proposed new degree programs are reviewed by the appropriate school’s curriculum committee, the College Curriculum Committee, the Faculty Senate, and the Board of Trustees. The faculty proposing the new program must describe the program learning outcomes, the relationship of the program to the College’s mission and strategic goals, the resources required to successfully implement the program, the implications of the new program for existing programs, and how student learning and success will be assessed. Subsequent to a program’s initial approval, changes to its curriculum must be proposed via the College Curriculum Committee’s Substantive Change Form. Proposals related to the WCore are reviewed first by the WCore Committee. Then, all proposals are reviewed by the appropriate school’s curriculum committee, the College Curriculum Committee, and the Faculty Senate. A thorough assessment of resource implications is completed prior to final curricular approval.

1.C.2 The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

All academic programs at Westminster offer coherent courses of study that balance breadth and depth; that proceed through developmentally appropriate sequences of introductory, intermediate, and advanced learning experiences; and that require students to engage in
summative synthesis in designated capstone courses. Westminster’s credit-hour policy, which aligns with federal guidelines, is stated in the Academic Policies and Procedures section of the Undergraduate and Graduate Academic Catalogs: “One credit hour is given for one 50-minute class per week for 14 weeks or the equivalent.” Credit for courses is based on completion of course requirements and achievement of learning goals as they are defined in each syllabus.

Undergraduate degree requirements, set by the College faculty, are described in the Degree Requirements section of the Undergraduate Academic Catalog. All Westminster bachelor’s degrees require a minimum of 124 credit hours, fulfillment of the College’s liberal education requirements (Honors or WCore), completion of a major course of study, fulfillment of the College’s residency requirements, and an overall grade point average of 2.0 or higher. Requirements for each graduate degree are described in the corresponding section of the Graduate Academic Catalog. The Office of the Registrar documents student completion of all graduation requirements prior to conferral of degrees.

1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Westminster’s CWLGs (see 1.C.6 below) are published on the College’s website and in the Undergraduate and Graduate Academic Catalogs. Program-specific learning outcomes are published on individual program web pages and in the corresponding sections of the Undergraduate and Graduate Academic Catalogs. For most programs, there is close alignment between program-specific learning outcomes and College-wide learning goals. Course-specific learning outcomes are established by individual faculty members and their program colleagues and are listed in each course’s syllabus, as required by section 3.10.2.3 of the Faculty Manual.

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Westminster admits students whose academic records indicate that they possess the skills and maturity necessary for success in college. Students are admitted without discrimination as to race, color, religion, gender, sexual orientation, age, national or ethnic origin, disability, or a person’s status as a veteran.

Admission requirements for first-year and transfer students are available online and included in the Undergraduate Academic Catalog. Recruitment is carried out by an undergraduate enrollment team focused on first-year and transfer admissions. Students applying for admission into the Education and Nursing programs are directed to the appropriate sections of the Catalog for additional admission requirements. Music, Theatre, and Dance students must audition to be accepted into the major or minor. Undergraduate admissions policies are reviewed by the faculty Enrollment and Financial Aid Committee.
All policies related to graduate admissions are created and overseen by teaching faculty whose primary appointments are in graduate programs. Admissions standards for each graduate program are listed in the Graduate Academic Catalog. Recruitment is managed by dedicated graduate enrollment coordinators in the Admissions Office; however, final admission decisions are made by committees of faculty affiliated with the appropriate programs. Graduation requirements for graduate programs are published on individual program webpages and in the Graduate Academic Catalog.

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Ongoing, systematic assessment of student learning occurs in many locations across campus. The CWLGS provide a conceptual framework within which individual academic programs and student support services define program-specific goals and then assess student learning in relation to those aligned goals. Programs use assessment results to refine their processes, improve their effectiveness, and to facilitate improvements in student learning and achievement.

In the School of Arts and Sciences, assessment of student learning takes place during regularly scheduled academic program reviews, which occur on a six-year rotation. During program review, the faculty gather and analyze data on student achievement of college-wide and program-specific learning outcomes. Programs use a wide variety of assessment techniques that align with their disciplinary research methods. These range from quantitative measures, such as concept inventories and nationally normed disciplinary exams, to more qualitative measures, such as rubric-based evaluations of eportfolios to focus-group discussions of sample artifacts of student learning. Based on their analysis of the data they have gathered, faculty members set goals for strengthening their programs in subsequent years. The Provost, the Dean of the School of Arts and Sciences, and the Accreditation Liaison Officer meet with the program chair and faculty to process the review findings and to plan implementation of recommendations as permitted by budgetary constraints and other considerations. Shorter interim reports for all programs are submitted every two years and are reviewed by the program chair and the dean. A full set of program reviews and bi-annual progress reports for all academic programs in the School of Arts and Sciences is included in the supporting documentation for this report. The Honors College conducts its program review on the same six-year cycle as programs in the School of Arts and Sciences.

The Bill and Vieve Gore School of Business assesses student learning outcomes as part of its work to maintain accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) and to secure initial accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The school uses a variety of assessment methods, including internally and externally developed instruments, and summative, formative, longitudinal, and comparative
methods. Division chairs and program directors are accountable for ensuring that an assessment of each program learning goal is implemented every other year in the programs for which they are responsible. To allow programs to track student improvement over time, special care is taken to ensure that the assessment method for each learning goal and the assignment used to measure it is consistent. Each division chair and program director work with program faculty to determine the courses and assignments that are suitable for measuring each program learning goal. Program learning goal rubrics have been developed to measure each goal. These rubrics are included in the program’s assessment plan document, reviewed annually, and updated as necessary. Every other year, division chairs work with program faculty to review the results of their program assessment, after which they submit a narrative summary of their findings to the dean. The purpose of this review is to evaluate how well students are mastering program learning goals, identify problems, and develop solutions. During the program assessment process, faculty members evaluate student artifacts (usually written assignments or exams) to determine how well students have mastered specific learning goals. Using rubrics designed to measure each goal, faculty members rate each artifact according to whether it did not meet, met, or exceeded the standard. Each program’s assessment plans and outcomes are then posted on the school’s Canvas assessment site.

The School of Education (SOE) employs an effective system of assessment to evaluate the quality of learning in its programs across undergraduate and graduate programs and certificates. The SOE’s assessment methods have been developed internally by faculty and staff and externally by professional associations such as the Utah Teacher Education Assessment and Accreditation Council, the Utah State Board of Education, and the Praxis Performance Assessment for Teachers (PPAT) designed by Educational Testing Services. The assessment system includes data sources that demonstrate learning over multiple points of time and through multiple perspectives including faculty, mentors, field supervisors, first year teachers and employers. Coursework includes relevant foundations, methods, assessment of student learning, and disciplinary content against a backdrop of community, contextual and cultural factors. Demonstration of competencies are evident in course-specific assessments, field and student teaching observations, portfolio presentations and/or capstone projects, all of which are aligned to program appropriate accreditation standards, Utah State Board of Education Standards, specific program standards and/or to a state-approved pedagogical performance assessment. Major components of the assessment system of the SOE Educator Preparation Program (EPP) include formative and summative using a variety of data instruments over the course of the program including evaluation of student teaching; practicum/clinical experiences through which students apply learning theory, create and develop positive learning environments, and develop the dispositions and behaviors required for successful teaching careers; relevant coursework; annual survey data from employers and first year teachers; and praxis data. The EPP is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP) through spring 2021. It changed accrediting bodies from CAEP to the Association for Advancing Quality in
Educator Preparation (AAQEP) during Fall 2019 and is preparing for its next site visit with AAQEP. The SOE has responded to a recent state mandate to adopt a commercial pedagogical performance assessment for which all students entering an EPP on or after January 1, 2020, will be held accountable. To this end, we have adopted the Praxis Performance Assessment for Teachers (PPAT) and are currently engaged in curriculum mapping to align to the PPAT, AAQEP, state standards, and to CWLGs. Further, the SOE EPP submits an Annual Report providing succinct and sufficient detail that addresses state-identified areas of focus, which change each year.

The School of Nursing and Health Sciences (SONHS) has 5 program areas which are accredited: 1) Master of Science in Nurse Anesthesia (MSNA); 2) Master’s in Public Health (MPH); 3) Masters of Science in Family Nurse Practitioner (MSN-FNP); 4) Doctoral Nurse Practitioner-FNP (DNP-FNP) which is pending, and 5) Bachelor of Science in Nursing (BSN). One program, Bachelor of Public Health, does not require accreditation. These programs are accredited by 3 agencies; 1) Council on Accreditation (COA), 2) Council on Education for Public Health (CEPH) and 3) the Commission on Collegiate Nursing Education (CCNE). The accrediting agencies along with the Institute of Medicine (IOM) and other professional and national associations provide recommendations and standards for core knowledge needed to provide for the nation’s healthcare needs. In the SONHS, the stated mission, goals, and expected program outcomes as well as other essentials are evaluated using a variety of assessment methods. These methods include, but are not limited to, instruments developed by core program faculty and directors; analysis of longitudinal, formative and summative data; end-of-year director/faculty retreats; community surveys; and student input. Program directors have the authority and are held responsible for the development of necessary program curriculum. Expert faculty are responsible to develop and implement assignments that are suitable for measuring program goals and student learning. End-of-course surveys, focus groups and program rubrics are used to assess, update and change courses as necessary as well as measurement of student learning. Course assessment occurs on a semester basis and extensive program assessment on a yearly basis by program directors and faculty. Minutes are kept of all assessment meetings and electronically filed for use by the accrediting bodies and the College.

Westminster College has significantly improved co-curricular assessment and planning during the past six years. The Assistant Provost for Integrative Learning established a monthly meeting of co-curricular directors, and this group has worked to increase collaboration between programs, to inventory and streamline the assessment mechanisms being used by these programs, and to set common goals for co-curricular student learning and engagement. In addition to a variety of program-specific assessments, the College has put in place three different methods for gathering data about the impact and effectiveness of the co-curriculum overall:

- Tracking Co-curricular Leadership: the Assistant Provost for Integrative Learning annually tracks the percentage of undergraduate students that hold co-curricular
leadership positions (17-18%). Because this group of students has demonstrated higher average GPAs, better persistence, and improved graduation rates compared to the undergraduate population has a whole, co-curricular programs have developed strategies to increase this percentage in coming years.

- Graduating Student Survey: three questions were added to Westminster’s graduating student survey to gather feedback on students’ co-curricular experiences.
- Engagement Tracker Pilot: in 2018, Westminster piloted a system to track student participation in co-curricular events and programs across campus. Data from this tracking will help identify trends in engagement, populations that may be over or under served, and areas for improvement. Data is also available to program directors to aid in their program level assessment and planning.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

In 2016, Westminster revised its general education program and began offering the WCore. The learning goals of the WCore include acquiring competencies, embracing contradictions, synthesizing concepts, and communicating ideas. As with academic programs in the School of Arts and Sciences, a comprehensive program review will occur every six years. Each component of the WCore (three disciplinary areas, four emphases, and the Engaging the World experience) is being reviewed individually over a period of four years. Faculty members teaching courses in each WCore component use shared rubrics to evaluate student work produced in their courses. The resulting individual assessments will be synthesized during the comprehensive program review. The senior capstone requirement will be assessed as part of discipline-specific program reviews. For a more detailed discussion of assessment of student learning in the WCore, see the Response to Topics section of this report.

The WCore addresses the five CWLGS, which were reviewed and approved by the appropriate curriculum committees, the Faculty Senate, and the full faculty, are listed in the following table, along with corresponding outcomes statements:

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Students will comprehensively explore issues, ideas, artifacts, events, and other positions before accepting or formulating an opinion or conclusion.</th>
</tr>
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<tbody>
<tr>
<td>Creativity</td>
<td>Students will combine or synthesize new ideas, practices, or expertise in original ways that are characterized by innovation, divergent thinking, and risk taking.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Students will demonstrate self-awareness, understanding of effective group dynamics, and project management skills.</td>
</tr>
<tr>
<td>Communication</td>
<td>Students will communicate ideas to audiences in oral, visual, and written forms to establish knowledge, to increase understanding, or to advocate for a particular position.</td>
</tr>
<tr>
<td>Global Responsibility</td>
<td>Students will (i) employ practices informed by social responsibility across the spectrum of differences and (ii) demonstrate knowledge of and evaluate solutions for, challenges affecting local, regional, and global communities.</td>
</tr>
</tbody>
</table>

As discussed in the preface of this report, assessment of student achievement of the CWLGs is embedded in ongoing assessment of the WCore, in specialized external accreditation processes, in individual academic program reviews, and in the program improvement processes of student support services.

The Giovale Library has a robust information literacy program and conducts ongoing assessment of student learning. Information literacy is a key component of the WCore’s Writing Emphasis courses. Writing Emphasis courses meet with a librarian for a two-hour class session in conjunction with their research assignment. During this time, students are introduced to college level research, the library’s resources, and information literacy concepts. The students also complete tutorials and assignments in Canvas, the learning management system used by Westminster. Instructional librarians grade the assignments and provide students with constructive feedback. The library has established information literacy learning outcomes for Writing Emphasis courses that are being assessed in the 2019-2020 academic year. In addition to being embedded in the Writing Emphasis course, librarians regularly collaborate with teaching faculty to provide information literacy instruction for undergraduate courses within the disciplines. Currently, instruction librarians are working on assessing these efforts.

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Assessment processes at the College routinely generate recommendations for academic and learning-support program improvements that are intended to improve student learning outcomes. The following paragraphs highlight several examples.

The Honors College has a well-developed culture of assessment in which faculty and students reflect regularly on their learning and make changes to course-specific and program-wide practices as a result of those reflections. Faculty conclude each semester with written reflections about what went well, what didn’t go well, and what changes are afoot for the next iteration of the class. That reflection is shared with the Honors dean. Students also regularly engage in low-stakes reflection about their learning, especially in the first-year Honors seminars, which employ a series of rubrics designed to help students assess their own work. At yearly honors faculty retreats, a highlight of the agenda is the student fishbowl, where students discuss their learning in
an unmediated fashion. Every six years, the Honors College completes a comprehensive review. Significant changes as a result of assessment efforts during the previous program review cycle include the following:

- The nesting of course and program-wide learning goals under the CWLGs to make the connection clearer between the learning in the honors classroom and the overall learning outcomes of the College.

- Following those discussions about program-wide learning goals, honors faculty created two new courses out of those conversations—Environments & the Space of Art and Data/Society/Decision-Making—which filled gaps in the curriculum. Additionally, faculty expanded the scope of the previously narrow “Humanities” first-year class to include non-Western texts and also added flexibility into the curriculum by allowing students more choice among the nine core classes, instead of mandating completion of all core courses (the previous practice). This has resulted in increased persistence rates in honors. For example, the 2018 graduating class had a four-year program completion rate of 85%, the highest in the 33-year history of honors.

- The hiring of a staff member to oversee honors-specific advising and lead the co-curricular program in honors, which is highlighted by “Tuesday Conversation,” a weekly meeting of the first-year honors cohort to have directed conversations about targeted issues.

- The administering of a 50-question diversity climate survey to all honors students, which generated a robust 70% return rate. The honors college’s new diversity strategic plan grew out of the findings of that assessment instrument, which two members of the honors college will discuss at the 2019 annual NCHC meeting in New Orleans.

- The creation of a lateral entry pathway into honors for transfer students who may have missed the opportunity to join honors as entering first-year students, an effort that has broadened the perspective of students in the honors classroom.

- Piloted work around direct assessment of capstone projects through a rubric tied to undergraduate research presentations, work that will continue in the newly created honors capstone course called “Capstone Conversations.”

- Finally, a number of these processes above helped shape the effort to move from an honors program to an honors college in 2017-18, a very successful project that has resulted in an increase in enrollment of approximately 50%, the raising of almost $4 million in endowment funds (so far) in support of the honors college, and enormous amounts of excitement around talented new faculty and new opportunities, like the Office of Fellowship Advising, which is housed in the honors college but which serves all of campus—e.g. 80% of students advised in 2018-19, e.g., were non-honors students.

The most recent review, which included a visit by an external evaluator, concluded in May 2019. The Assistant Director of Teaching, Learning, and Assessment, Dr. Julie Stewart, coordinates
annual collection of learning artifacts from core honors classes on a regular schedule to assess how individual classes are demonstrating key learning outcomes.

The Great Salt Lake Institute (GSLI) is an interdisciplinary co-curricular center in the School of Arts and Sciences whose mission is to connect people to Great Salt Lake through research and education. We track student involvement and outcomes for a variety of programs that focus on student learning and achievement. In the last five-year review period, GSLI has engaged more than 82 paid summer undergraduate researchers, employed 31 students in jobs, and supported 75 student presentations at local, regional, and national academic conferences. Funding from the W.M. Keck Foundation has supported development of assessment methods for undergraduate research in the sciences that are based on the SURE (Survey for Undergraduate Research Experiences) national project housed at Grinnell College. The benefit of our participation in SURE is that we can compare our students to a national norm of liberal arts college students. In year one of the most recent assessment period, we observed that our students fell behind in a few learning goals: oral presentation, science writing, self-confidence, and understanding how scientists think. As we revised the structure of the learning goals for the summer experiences, we focused on these deficits by creating a weekly summer meeting for research students, led by rotating faculty members. After this change, student excelled in those areas. A student response indicated the addition of meetings was welcome: “I feel like I have gained so much out of this experience that is largely driven out of the structure of the research (weekly meetings and discussion of ethics, integrity, community, writing scientific papers, etc.) as well as having an incredibly motivated and intelligent advisor to confer with.” A second grant from the W.M. Keck Foundation has funded SALT (Scientists and Artists Learning Together), a three-year project that has allowed us to develop methods for assessment of cross-disciplinary work. We determined that SALT participants from different disciplines excelled when they worked in a room together, so we revised summer research meetings to be more cross-disciplinary and thematic in nature, with an increase in time for collaboration and group discussion. Similarly, in our first year of SALT, we encountered difficulty developing a singular application procedure for interdisciplinary research. Typically, science student/faculty pairs entered with a project already outlined, and less freedom to innovate and collaborate with others. Students and faculty from the arts were more likely to develop a project over the summer and be more open to the creative process. This year, we altered the application process to include identified faculty and student pairs, but only a brief notation of research project. We advertised undergraduate research faculty/student opportunities across campus, linking through an online application portal. Faculty were encouraged to reach out to students who had potential and were interested in their area of research/scholarship. This application procedure allowed flexibility and growth of cross-over between disciplines.

Assessment of the English program in its 2012 program review identified several aspects of the major in need of revision, among them an introductory sequence too broad in scope to cover
effectively, curricular requirements tied to outdated national canons, and insufficient coverage of literary theory. Following a curriculum retreat in December 2013 and a biannual progress report, English faculty revised their program learning goals and in 2015 created a new major based on them, featuring both literary studies and creative writing emphases. After completing a sequence of 200-level courses focused on three of the learning goals, English majors complete topics-based courses no longer wedded to U.S. and British literary canons, including an added focus on media and critical theory. As a result, English majors and minors think critically and communicate effectively about a broader range of texts and media and engage more robustly in comparative work across cultures and periods. Taking more time to develop the foundations of textual analysis and preparing students to interpret various media in addition to traditional literary texts also helps students transfer the skills they develop in the English major to a range of careers and graduate programs.

There are many more examples at the College of assessment work leading to program changes that improve student learning. An archive of academic program reviews with biannual progress reports is included with this report as Appendix A.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Westminster participates in the State of Utah State Transfer Articulation Committee and has established an extensive database of course equivalencies from Utah schools and other schools around the country. Courses not included in this database are evaluated for transfer credit by the Registrar’s Office as transcripts are received from prospective students. Our published guidelines for transfer credit include:

- The transfer institution is regionally accredited;
- The credit awarded is for non-remedial coursework taken in general academic areas that are part of the Westminster curriculum;
- The credit awarded is for coursework with grades of C- or better. Marks of credit (CR) or pass (P) are not accepted unless verified as equivalent to a C- or above.
- Foreign transcripts are evaluated by external services such as Academic Credentials Evaluation Institute (ACEI) or World Education Services (WES). Faculty based in specific programs and disciplines determine what courses will apply toward individual majors or minors at Westminster.

For students applying to a limited number of pre-professional programs, when warranted by the rigor of the relevant coursework, we consider accepting transfer credit from institutions that are not regionally accredited.
Decisions about transfer of graduate-level credit are made by program faculty, with advice from professional staff. In all instances, only graduate-level work may be transferred into graduate programs at Westminster College, and all graduate-level transfer credit must come from regionally accredited institutions.

Students can receive prior learning credit for time-based experience (military service), credential or specific certification, or through demonstration of competencies.

- **Time-based:** Students who have served at least 6 consecutive months of active military service and were honorably discharged or who are currently on active duty may qualify to receive undergraduate credits at Westminster College for American Council on Education (ACE) approved course work taken while in military service. Up to 30 general elective hours may be awarded from an official Joint Services transcript or Community College of the Air Force.

- **Credential or Certification:** Individual programs may elect to award credit for certifications that align with the program learning goals and demonstrate in a measurable way that the student possesses the competencies associated with those goals. Credit for certificates or credentials may be awarded in one of two ways. Programs may designate that each certificate that is approved fulfills a specific program requirement (course). Or, a student may be awarded a predetermined number of credit hours, which can be applied towards graduation requirements. Examples of certificate-based PLA include the Leadership Certificate Program, The Montessori certificate for education, the NCLEX examination and the Finance Series E Examinations. All certificate-based PLA is approved by the established college curriculum process.

- **Demonstration of Competencies:** Students may demonstrate competencies via a portfolio, or other means, and are given credit towards specific courses. For a course to be eligible for PLA consideration, there must be clear learning goals and rubrics to measure the learning outcomes. In addition, each course must be approved for PLA through the college curriculum process. An example of PLA through demonstration of competencies includes the portfolio for the Bachelor of Business Administration program.

1.9 The institution’s graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Westminster offers a select portfolio of **graduate programs** that are designed to prepare students for professional practice in business, healthcare, education, and other arenas. These programs were created by Westminster faculty in consultation with professionals working in corresponding fields. They are designed to deliver learning outcomes necessary for success in the professions, as well as meet the academic expectations and learning goals of the College. Our graduate programs meet the needs of a wide variety of learners, especially adult learners. In addition, our
graduate programs are carefully designed and delivered to meet the region’s workforce needs. New program proposals include descriptions of learning outcomes for the program as well as evidence of market demand. All new graduate programs are approved by curriculum committees in their sponsoring schools, the College Curriculum Committee, the Faculty Senate, the administration, and the Board of Trustees prior to implementation.

The depth and complexity of required work in our graduate programs far exceeds that expected in undergraduate programs. Regular program review and ongoing professional development of faculty ensure the relevance and rigor of graduate curricula. Our graduate programs employ high-impact educational practices inside and outside the classroom to ensure that students achieve both program-specific learning outcomes and the CWLGs. In particular, because Westminster graduate programs emphasize professional training, community engagement is central to the learning experience. Students regularly complete projects for corporations and non-profit organizations in all graduate programs. Where practica or clinical placements are the norm (e.g., in healthcare-related programs), all students complete such activities as a condition of graduation.

Westminster College does not grant graduate credit for experiential learning that occurs prior to matriculation. However, all of our graduate programs allow students to earn credit by completing internships, field experiences, and clinical practica during the course of their formal studies. These experiences are purposefully integrated into the curricular sequence in order to ensure that students are properly prepared prior to entering field placements. Academic and professional components of external learning opportunities are overseen by faculty, and student learning is evaluated both by faculty and (where applicable) by professionals who oversee external placements in accordance with professional requirements.

**Student Achievement**

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Admission to Westminster College is selective and based on criteria that are weighted toward academic qualifications and preparation. We also consider factors such as difficulty of course work and grades, extracurricular activities, individual talents and character, recommendations, and standardized test scores. Breadth of experience and diversity of background are included to support the educational benefits of diversity, which are central to the student experience at an institution that seeks “to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a diverse and interdependent world” (Westminster Mission Statement).
In the summer prior to fall enrollment, new first-year students participate in a pre-orientation program, Griffin GearUp, during which they meet with a faculty member to register for classes and make connections with other students. New transfer students meet with a designated transfer student advisor to learn about Westminster academic requirements and register for classes. Students who cannot attend in person speak with an advisor via phone or web chat to register for classes.

In the days before the semester starts, new undergraduate students take part in a comprehensive orientation program designed to help them with their academic, personal, social, and cultural transition into the Westminster and Salt Lake City communities. Open to both first-year and transfer students, the program includes a mix of engaging and educational activities throughout campus. The first day of undergraduate orientation provides a program for the parents and families of new students. This one-day program gives families the tools and information needed to best support their students. Also, each school individually organizes an orientation program designed to introduce new graduate students to their programs, faculty, and staff. Graduate programs have different starting dates during the year for different programs, and orientation activities are tailored to specific program requirements.

1.D.2 Consistent with its mission and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

The Office of Student Success and Retention (SSR) was created in 2015 with the hiring of a new Director and is responsible for the areas below. SSR collects some data but does not currently have a comprehensive assessment plan to analyze these data and make suggestions for improvement. The office submitted its first report on the College’s advising model in February 2020.

**Academic Advising**
Westminster has a faculty-centered split advising model. Learning Community faculty advisors complete assigned tasks and answer an annual survey on their advising needs. All faculty are expected to advise students in their major. An Assistant Director of Student Success and Retention advises transfer, international, and veteran students to meet their specialized needs. The Assistant Director connects students to a faculty advisor as soon as they select an academic area. In fall of 2019, we launched an academic advising survey to assess students’ perceptions of advising.

Students on probation are restricted to 13-14 credits and work with an Assistant Director of Student Success and Retention to create an individualized success plan. In Spring 2019, SSR
created a course for students on academic probation; 14 enrolled in that class and 16 students enrolled in the following term (fall 2019). We are analyzing these student outcomes.

Learning Communities
All new first-time, first-year, full-time (FFF) students enroll in a fall-semester Learning Community, two courses in different areas linked by a common theme. In 2014, only 87.5% of new students fulfilled this requirement. In fall of 2016, the new Learning Community Coordinator increased the rate of LC enrollment, which our data show is linked to improved retention and graduation. In fall of 2018 and 2019, 98% of FFF students enrolled in a Learning Community.

Retention and Other Alerts
Westminster has a simple retention alert system. SSR staff members conduct follow-up electronically. In fall of 2019, faculty submitted retention alerts on 119 students, down from 181 in fall 2018, and 145 in fall 2017. In 2017, we started a program called Griffin Alert to reach students with a term or cumulative GPA of 2.0-2.49. In the first semester, 76% of participating students improved their GPAs, a 22% increase from the previous year. Continuation of this program has been impacted by staffing reductions, but we relaunched in fall of 2019. In May 2018, the First-Generation Student Resources webpage launched. In fall 2019, SSR worked with the First-Year Network to offer peer mentoring for first-generation students.

Disability Services and the Testing Center
In January 2018, Disability Services moved and was combined with the Testing Center, now located in the basement of the Giovale Library. Disability Services serves approximately 11% of the student population. In November 2019, we hired a new Director of Disability Services and the Testing Center. Disability Services goals include increasing the percentage of students with disabilities who register with Disability Services to better reflect the student body and reducing stigma regarding disabilities. In Spring 2020, we are launching a Peer Mentoring Program for students who struggle with executive function issues. This is a student-driven initiative.

The Office of Student Retention and Success and the Office of Institutional Research monitor retention and graduation rates, disaggregated by race, ethnicity, gender, residency, and other categories. Individual programs track relevant certification and licensure rates. The Career Center and the Office of Alumni Relations maintain databases of alums and gather available information on post-graduate outcomes.

1.D.3 The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.
Retention and graduation rates, along with other indicators of student achievement, are published annually on the College website as part of the Common Data Set. We review these indicators in relation to our IPEDS comparison group during institutional planning processes.

1.D.4 The institution’s processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The processes and methodologies used by the Office of Institutional Research and other campus entities are transparent. There have been significant local successes in the use of disaggregated data to identify and close achievement gaps, such as in certain STEM programs and our Legacy Scholars program (both described in detail below). In the coming accreditation cycle, we plan to invest in more robust research tools and capacity so that we can explore disaggregated data across all dimensions of student achievement and address any achievement gaps revealed by the research.

The Computer Science department has used enrollment, retention, and graduation data to improve the percentage of female students who graduate from the program. From 2009-2012, only 12% of Westminster’s computing degrees were awarded to women; whereas 27% of the 2015-2018 computing degrees were awarded to women. The department first identified that there were not many female students (32%) and students from underrepresented backgrounds (8% from 2003-2013) enrolling in its first course for majors. In response, the department developed and offered new computer science learning communities for first-year students to attract students from more diverse backgrounds into the major. Funded by the AAC&U Teaching to Increase Diversity and Equity in STEM (TIDES) initiative, CS faculty wrote a set of activities with cultural relevance in mind. The activities also followed Process Oriented Guided Inquiry Learning (POGIL) pedagogy, where students collaborate in small groups to work through the questions that guide them to develop an understanding of course content. From 2016, the department had enrolled 81 first-year students in six computer science learning communities, 25% of who enrolled in additional CS courses after their learning community. While the computer science department continues to offer learning communities, it has focused more recently on the retention of female students between its first, second, and third courses for majors and developing a better community among all majors. Strategies have included:

- committing to active learning pedagogy and developing more engaging assignments in the first and second CS courses for majors;
- offering programs to improve the success of students in their first CS course, including an Emerging Scholars program with peer instructors, undergraduate teaching assistants in the classroom, and a walk-in tutoring center;
- an NSF S-STEM program to provide scholarships, a first-year seminar, and additional support for CS majors, in addition to a scholarship for National Center for Women and Information Technology (NCWIT) Aspirations Award winners and runners-up;
• funding for our students to attend the Tapia Celebration of Diversity in Computing, the Grace Hopper Celebration of Women in Computing, the ACM Rocky Mountain Celebration of Women in Computing, and other similar events; and

• offering workshops on computational skills that are essential to success in upper-division classes, but which are not explicitly taught.

Supported by a NCWIT Extension Services for Undergraduate Programs (ES-UP) gift, the department is currently developing a better system for data collection and tracking, to better identify successes and weaknesses in the program’s retention and graduation of female student and students from traditionally underrepresented backgrounds.

In evaluating the effectiveness of the Legacy Program (our cohort-based integrated support program for first-generation and underrepresented students), we are employing a mixed-method assessment, which includes quantitative and qualitative techniques. Our first method of program evaluation comes in the form of quantitative comparisons of student achievement outcomes. We are comparing three groups: 1) Legacy Scholars, 2) first-generation and underrepresented Westminster students who do not participate in Legacy, and 3) Westminster students who are not first generation and/or underrepresented. We hypothesize that Legacy students will exceed both groups in student achievement outcomes. The three groups are being compared on first-year GPA and cumulative GPA. In addition, we will compare the groups on persistence rates at the end of the first year and fourth year. Finally, we will compare these groups on baccalaureate degree attainment at the end of four years and six years. In addition, given that first-generation students with higher levels of academic self-efficacy, academic resilience, and school connectedness achieve better academic outcomes, we believe it is also important to determine if the Legacy Program influences these socio-cognitive perceptions. Academic self-efficacy is the belief in one’s own capabilities to organize, perform, and execute courses of action to obtain desired academic goals. When applying existing skills, high self-efficacy allows one to intensify and sustain the effort needed to elicit higher performance levels. Academic resilience is defined as sustaining high levels of academic motivation and performance despite the presence of stressful situations or events that can hinder academic success. School connectedness is defined by one’s integration into an institution’s social system. In addition to assessing student outcomes, we believe it is necessary to determine if participation in the Legacy program predicts stronger efficacy, resilience, and belonging. We hypothesize that students who participate in Legacy and perceive Legacy as valuable will have higher levels academic self-efficacy, academic resilience, and school connectedness. To evaluate this notion, we will develop a self-report scale that measures student participation in Legacy, as well as whether they perceive Legacy programming as valuable. Using existing scales with strong psychometric properties, we will also measure Legacy students’ levels of efficacy, resilience, and connectedness. Finally, using statistical analysis, we will test whether there is a positive correlation between Legacy participation and these three crucial socio-cognitive perceptions. Furthermore, while statistical testing allows us to assess the overall effectiveness of our programming, it does not tell us how or why it is effective.
Therefore, we plan to conduct focus groups with Legacy students to determine how the Legacy program is optimizing their experience at Westminster College. The purpose of focus groups is to understand the real-life experiences of people and to derive meaning from that experience. Data collection will involve asking open-ended questions and probing and clarifying questions as necessary. Focus group questions will be designed to reflect the participants’ experiences in the Legacy Program. Once all data has been collected and transcribed, analysis will involve identification of the themes emerging from the raw data, a process referred to as “open coding.” As the program is currently concluding its fourth year, its coordinators and leaders are writing about their experiences and lessons learned, which they are submitting to peer-reviewed journals and academic conferences at national gatherings such as NASPA: Student Affairs Professionals in Higher Education.
STANDARD TWO – GOVERNANCE, RESOURCES, AND CAPACITY

Governance

2.A.1 The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Westminster is governed by a Board of Trustees comprised of not fewer than eighteen nor more than forty members. The College Bylaws clearly define the authority, roles, and responsibilities of board members. A majority of board members have no contractual or employment relationship with the College and no personal financial interest in the institution. The College is not part of a complex system with multiple boards, a centralized board, or related entities.

2.A.2 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Administration and leadership at Westminster is efficient, effective, transparent, and inclusive. The president encourages open interaction and continues to seek new initiatives that lead to genuine collaboration and shared governance.

The College administration brings a wealth of professional experience from both inside and outside of higher education. Implementation of institutional strategy and day-to-day operations are carried out by a group of senior administrators and deans under the direction of the president. College leaders work collaboratively across institutional functions and units to plan, organize, and manage the College through formal groups such as the Cabinet, Leadership Council, and Planning and Priorities committee.
The **Cabinet** consists of the president, the provost, the vice president for finance and administration, the vice president for enrollment management, the vice president for advancement, the vice president for student affairs, the executive director of human resources, the chief diversity officer, the chief information officer, the chief marketing officer, and the general counsel. The Cabinet meets weekly during the academic year and reports regularly to the president regarding day-to-day operations of the College. The Cabinet serves as an advisory council to the president.

The president also gathers regularly with the College’s Leadership Council, comprised of the Cabinet, academic deans, faculty chair, faculty senate chair, director of retention and student success, associate director of academic affairs, athletic director, Title IX coordinator and equal employment opportunity officer, and staff council chair. The Leadership Council serves in an advisory capacity to the president.

The Planning and Priorities Committee is a committee of College administrators, faculty, and staff that is responsible for advising the president on matters including budget, strategic planning, salaries & benefits, and master plan implementation. The group reviews comprehensive budget data, plans resource allocation to support the College’s strategic goals, and generates annual budget recommendations for consideration by the president and the Board of Trustees.

2.A.3 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board, but may not serve as its chair.

The president of Westminster is the chief executive officer and administrative head of the College. Subject to and as directed by the board, she has general authority over and supervision of the operations of all departments of the College, all members of the faculty, all administrative officers and other employees of the College, as well as the student body. The president is a full-time employee of the College responsible to exercise and perform such other powers, functions, and duties as the Board of Trustees from time to time may direct. The president serves as an ex-officio member of the governing board but does not serve as its chair.

2.A.4 The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

The Faculty Senate meets monthly and the whole faculty meets four times during the academic year. The president and the provost report at each faculty meeting on their activities and any new developments at the institution. The faculty have organized themselves into various governance committees, as described in the Faculty Manual, which meet regularly to discuss a wide range of policies and initiatives.
Students at the College govern themselves by means of the Associated Students of Westminster to which student elections take place each year. ASW seeks to empower students to improve the College, allocates resources among student organizations, and provides a forum in which student issues and new initiatives are addressed.

The Staff Council, consisting of nine to twelve members elected by their peers, collaborates with the administration to further the College's mission and goals while fostering an inclusive and transparent environment for an engaged and empowered staff community. The council's key roles are:

- Share information from cabinet meetings with staff
- Facilitate inclusion
- Create ad-hoc committees and task forces
- Advocate on behalf of staff

Twice a year an all-college meeting is convened with faculty and staff to present the College’s annual budget and to review the financial results and other important institutional accomplishments. These meetings are also used to discuss strategic issues and challenges and are conducted in an open format that encourages participation and questions from faculty and staff.

**Academic Freedom**

2.B.1 Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Westminster College supports academic freedom in all of its policies and practices. A formal commitment, which is based on the American Association of University Professors’ 1940 “Statement of Principles on Academic Freedom,” can be found in section 3.5 of the Faculty Manual.

2.B.2 Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

Westminster’s core function as an institution of higher education is to create and maintain a learning environment in which “students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions.” The institution does not hold to a particular social or religious philosophy. Its students, faculty, administrators, and staff are entirely free to examine the full range of perspectives on all areas of theoretical and practical
knowledge. They are also entirely free to share their perspectives and conclusions with others through conversation and publication. The College also affirms that the right to academic freedom confers a corresponding responsibility to participate in the exchange of ideas and criticism in ways that do not threaten or injure individuals or intrude on their individual rights. We strive to sustain a culture of inclusive conversation in which all people and their ideas are treated with genuine respect and care.

Policies and Procedures

2.C.1 The institution’s transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

A student with a cumulative grade point average of 2.75 (B-) or better in academic courses from all previous college work, and who is in good academic standing at his/her previous institution(s) may be considered for admission as a transfer student. Exceptions can be made on a case-by-case basis. Detailed information regarding Westminster College transfer policies can be found in the Degree Requirements section of the Catalog on the college’s website.

Undergraduate students earning baccalaureate degrees from Westminster must complete a minimum of 36 hours of coursework at the college. In addition, undergraduate students must complete in residence:

- their last 36 hours of course work
- at least 12 hours of upper-division course work in any major
- at least 8 hours of course work in any minor

A maximum of 88 credit hours of external credit is accepted toward a degree. External credit includes any transfer credit, credit by examination, and credit earned through Prior Learning Assessment.

2.C.2 The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The Vice President of Student Affairs publishes policies and procedures relative to student rights and responsibilities at the start of the Fall, Spring, and Summer semesters after the Add/Drop Deadline. New employees are notified immediately upon arrival at the College. This information consists of the following:

- Student Handbook & Student Code of Conduct
- Drug and Alcohol Abuse Prevention Program
- Annual Campus Security and Fire Safety Report
- Missing Student Policy
• **Emergency Management Plan**
• Policy on Sexual Assault, Sexual and Gender-Based Harassment, Gender-Based Discrimination, and Interpersonal Violence (Title IX Policy)
• Policy on Preventing and Addressing Discrimination and Harassment Based on Race, Color, National Origin, Religion, Disability, And Other Protected Categories (Equal Opportunity Policy)

Additionally, throughout the year as new policies and procedures are developed, the Vice President of Student Affairs shares with the undergraduate and graduate student population interim policies impacting student life that are available for a 30-day comment period before becoming official policies.

2.C.3 The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Westminster reviews each application individually and takes into consideration quality of academic preparation, which includes both difficulty of course work and grades, extracurricular activities, individual talents and character, recommendations, and standardized test scores. Westminster admits students whose academic records indicate that they possess the skills and maturity necessary for success in college. A standard college preparatory high school academic program is required and some level of advanced work is highly recommended.

Admission to the college does not constitute acceptance into all programs. Students applying for admission into the undergraduate Education and Nursing programs should consult the appropriate sections of the Undergraduate Catalog for additional admission requirements. Music students must audition to be accepted into the major or minor. Students applying to graduate programs should review the appropriate sections in the Graduate Catalog.

Students who wish to register at the college after an absence of three or more academic semesters (not including May or summer terms) must apply for readmission through the Office of Admissions. Re-entering students are subject to the academic requirements in effect at the time of their re-entry. Westminster College makes every effort to honor coursework taken in previous years; however, due to curriculum changes, this cannot be guaranteed. Previous coursework in question must be reviewed by individual academic departments with a final agreement submitted in writing to the Registrar’s Office.

Former students who have attended other colleges or universities during their absence must apply for readmission as transfer students and must meet all applicable requirements for admission. Students will be reevaluated for transfer merit scholarships based on all college
credits taken, including those from Westminster. It should be noted that students who attend other colleges or universities during a summer session are not required to reapply. Transfer credit for such courses is subject to the college’s regular transfer policies as stated in the Degree Requirements section of the Catalog.

In accordance with the Higher Education Reauthorization Act, Westminster College will readmit veterans at the same academic status in which they left the institution, provided the veteran notifies the college in advance of their deployments and are not absent from the institution for more than five years, cumulatively. Those students who fail to provide advance notice may re-enroll after providing proof of service.

2.C.4 The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.


All current student records are maintained in the College’s enterprise resource planning (ERP) product, Ellucian Colleague, or scanned into document imaging software, Nolij, and archived by the Registrar’s Office. Paper documents that pre-date electronic systems, such as hard-copy transcripts and grade rosters are stored in a fire-proof vault within the Registrar’s Office or in locked storage in the basement of Walker Hall.

Access to electronic student records is controlled by campus authentication servers. Security controls allow access to student records or parts of student records based on job function at the College. The College’s password policy requires that users change their password on a regular basis and this policy is enforced by rules set on the College’s network.

Information Services (IS) creates reliable and retrievable backups of electronic records. Weekly, a tape copy of the backups is sent to an offsite storage facility. The College’s administrative database is encrypted and backed up in the same manner but IS takes the additional step of sending a copy of the backup offsite daily. In instances where institutional records are not stored on college-maintained servers, storage partners are selected who provide highly available services, and have daily backup schedules, and disaster recovery procedures in place.

**Institutional Integrity**

2.D.1 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.
Westminster strives to ensure consistency and accuracy of information in all of its publications and promotional materials, digital resources, and all communications and announcements with media and its institutional stakeholders. The College’s Office of Marketing and Communication, the Office for Institutional Research and the Office of Information Services work together to ensure the college maintains a high level of integrity and ethical standards in its representations, communications, and reporting of official institutional data.

2.D.2 The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Westminster adheres to its institutional policies and maintains the highest ethical standards in its operations, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. Board members and senior leadership annually sign conflict of interest statements. Westminster has established policies and procedures, including a Whistleblower Policy, Title IX Policy, and an EO Policy to ensure complaints and grievances are addressed in a fair and timely manner. In addition, Westminster has a bias education and response team which supports and guides members of our community seeking assistance in determining how to handle, respond to, and/or resolve a bias occurrence.

2.D.3 The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

Westminster has a policy that prohibits conflict of interest on the part of members of the governing board, senior administrators, and deans. All parties governed by this policy annually sign conflict of interest statements.

Financial Resources

2.E.1. The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Operating cash has been diversified into multiple institutions to minimize the risk of any one institution developing liquidity problems and causing concern for the College. Monthly, a schedule is prepared that identifies cash by each bank account and isolates cash related to the operating budget. Cash balances are reviewed and compared to the prior year monthly cash flow schedule to identify concerns. Concerns with sufficient cash flow and reserves are addressed with the President, as well as members of the Board of Trustees as appropriate.

The College has an available line of credit for $3 million through Wells Fargo Bank if needed, however, these funds have not been drawn to date. The College also has the Dumke Opportunity
loan fund of $2,000,000 available, which can be used for the initial costs of new strategic projects, including personnel, and repaid at a later date.

The Vice President of Operations, Managing Director of Financial Affairs, and Director of Budget analyze the revenues and expenses year to date at the end of each quarter and prepare a financial projection to forecast the end of year surplus/(deficit) in the operating fund. This projection is shared with the President as well as other members of the campus community, the Operations and Finance Committee, and the Board of Trustees at their meetings each quarter.

Each year Westminster College undergoes a financial statement audit by independent auditors appointed by the Board of Trustees. Since 2008 the external audits have been performed by Grant Thornton LLP, a well-respected public accounting firm, with national expertise in higher educational institutions. Each year the College has been issued an unqualified, or clean, audit opinion. No significant findings or deficiencies have been identified.

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The primary source of revenue for Westminster College is tuition and fees. Other significant sources include federal and state grants, fundraising contributions, auxiliary receipts and income from investments. To develop the budget for the next fiscal year, available sources of revenues are evaluated, and estimates are calculated for student enrollment, scholarships, fees, student housing, investment earnings, fundraising, and other income.

Historically, the development of expense budgets has started at the departmental level. The budget process begins in early November and the department heads or persons responsible for developing the budget for each department were provided with a set of guidelines that gave direction to the departments for developing their budget requests. However, with the downturn in enrollments since 2013, the budget process has necessarily had to adapt to the changing needs of the College. With no new revenues to distribute, departments have not been asked to submit new requests, but have instead been asked to reallocate their base operating budgets within their areas to where they need them most.

In 2016 the Planning and Priorities committee was created to evaluate, and review budget decisions related to the priorities and commitments of the College. This committee combined the previous Budget Advisory, Strategic Planning, Salaries and Benefits, and Master Plan Implementation Committees. The composition of this committee is designed to include members across the campus community with critical areas of expertise to review comprehensive budget data, plan resource allocation to support the College’s strategic goals, and generate annual budget recommendations to the Board of Trustees. The committee is made up of the President,
the Provost, the Vice President of Finance and Operations, appointed faculty, appointed staff, and support staff with the intent to address the most strategic use of available financial resources for the success of the College and our students.

A long-range financial model is utilized to test assumptions in revenues such as tuition rates, enrollment in various programs, scholarships, residential housing and expenses. Future debt and bond payments are programmed into the model to ensure anticipated debt will be serviced appropriately.

In the last several years the College has had lower enrollments than originally anticipated, but until the last two years it was able to compensate with reduced expenses and offsets from reserve accounts. Changes currently being implemented to improve predicted revenues include working more closely with enrollment management and the deans of each school to estimate headcount and looking at anticipated tuition revenues later in the process when more accurate information should be available.

The proposed budget for each fiscal year is prepared by management during the budget process with the help of the Planning and Priorities committee and is presented to the Board of Trustees at their February board meeting for approval, at which time final tuition and room and board rates are also approved.

2.E3 Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.

The Operations and Finance, Investment, and Audit Committees of the Board of Trustees oversee all investments, audits and budgets of the College.

The Operations and Finance Committee review the quarterly financial projections and key balance sheet indicators at each quarterly meeting. They discuss year-to-date financial results and determine if any action needs to be taken.

The Audit Committee meets at the conclusion of each audit cycle, typically late September, to review the results of the financial and Single audits with management and the external auditors. Following the meeting with management, the Audit Committee members meet with the auditors in a closed session to discuss any problems that may have occurred during the audit. No problems have been reported in any year.

The Board of Trustees has an appointed Investment Committee that meets at least quarterly to oversee the investments and investment policies of the College. Investment reports are completed each quarter by the College and the outsourced chief investment officer (OCI), and the Investment Committee meets to evaluate the results and determine if action is necessary for
improvement. The Investment Committee is charged with safeguarding the endowment and selecting and monitoring the OCI and funds with which the investments should be held. The current OCI was selected by the Investment Committee through a request for proposal process in 2013, and in 2019 the Investment Committee hired an outside consultant to review and compare the performance against that of other OCI’s.

**Human Resources**

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Conditions of employment and employee rights and responsibilities are detailed in the Faculty Manual, the Staff Handbook, and college policies and procedures, which are available on the College’s website. Faculty are required to acknowledge receipt of the Manual through Bridge, our employee learning management system, within seven days of their initial contract start. The Manual is also available in the Faculty Group on Canvas.

The **Staff Handbook** was updated in 2018 with significant revisions to clarify policy and procedure exclusive to staff. All existing staff were required to acknowledge receipt of the Handbook through Bridge. All new staff are required to acknowledge receipt of the Handbook and college-wide policies in the same manner within seven days of their start date.

In conjunction with a college-wide effort to review, create, and implement a comprehensive set of organizational policies and procedures, several employment-based policies and procedures have been published over the past 18 months, including a corrective action procedure for staff which details procedures and requirements for termination of full-time staff.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

All employees (all faculty and staff) are required to complete designated training modules at time of hire and periodically. Required training modules include Introduction to Policies, Title IX, Equal Opportunity, and FERPA. Completion rate for required trainings is 100% with the implementation of Bridge in fall 2018. To ensure full compliance continues, we have established a corrective action procedure should any employee not comply.

In 2015 a centralized budget was created to support professional development activities for. The fund is housed in the Human Resources department budget and administered by staff council. Staff can apply for funding to participate in low cost professional development activities such as webinars or local conferences and workshops. Since 2015 the fund has supported 10 to 15 staff annually. In addition, the fund is used to support group professional development activities such
as a Staff Leadership Certificate series taught by faculty of the division of Professional and Continuing Education in 2018-2019.

In May of each year staff are invited to participate in a full day of professional development activities planned by staff council. The day includes keynotes and breakout sessions on a range of topics.

The College offers a full complement of professional development opportunities for full-time faculty, including sabbatical and merit leaves, the Naomi Weyher Leave, the Henkels Teaching Fellowship, Student-Faculty Undergraduate Research Travel Awards, Student-Faculty Undergraduate Research Summer Stipends, Gore Individual Summer Grants, course release grants, and annual funding for travel to professional conferences. These programs are detailed in the Faculty and Professional Grants and Awards Handbook that the published the Provost’s Office publishes and distributes to all faculty annually.

2.F.3 Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Westminster’s most important investment is in the faculty and staff who deliver the student experience. The following table sets out the headcount of faculty and staff (including administrators) for the last five years, along with their aggregate salaries.

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<tbody>
<tr>
<td>FT faculty headcount</td>
<td>160</td>
<td>153</td>
<td>158</td>
<td>155</td>
<td>154</td>
</tr>
<tr>
<td>FT faculty salaries</td>
<td>$11,975,912</td>
<td>$11,515,267</td>
<td>$11,401,088</td>
<td>$11,177,373</td>
<td>$11,760,949</td>
</tr>
<tr>
<td>FT staff headcount</td>
<td>237</td>
<td>227</td>
<td>230</td>
<td>227</td>
<td>223</td>
</tr>
<tr>
<td>PT staff headcount</td>
<td>49</td>
<td>51</td>
<td>60</td>
<td>64</td>
<td>64</td>
</tr>
<tr>
<td>Total staff salaries</td>
<td>$14,391,985</td>
<td>$13,841,987</td>
<td>$14,578,887</td>
<td>$14,517,140</td>
<td>$14,301,393</td>
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This level of staffing is more than sufficient to ensure ongoing fulfillment of the institutional mission.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.
Procedures for annual evaluation of full-time staff are posted on the Human Resources web page. Contracted full-time and part-time faculty undergo periodic contract reviews, during which they are evaluated by committees of their peers in relation to expectations stated in Section 3.4 of the Faculty Manual: teaching effectiveness, research and professional development, service to the college community, and professionalism and ethical conduct. The contract review process is outlined in detail in Section 3.6 of the Faculty Manual, which is updated at the beginning of each academic year to reflect any changes approved by the full faculty during the prior year.

**Student Support Resources**

2.G.1 Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Westminster’s core campus consists of 27 acres with 24 main buildings, ranging from Converse Hall, the College’s signature historic structure, to the LEED Platinum-certified Meldrum Science Center. The physical infrastructure is efficiently managed and carefully maintained to support the College’s central educational enterprise as articulated in its mission and core themes.

The Information Services (IS) department maintains a robust technological infrastructure that supports all of the College’s key functions, from academic instruction and student life to enrollment management, financial oversight, and general administration. In collaboration with the President’s cabinet, as well as multiple shared governance committees, IS regularly deploys new technologies to meet the campus’s emerging needs. Priority is given to technological infrastructure projects that directly support mission fulfillment.

In order to ensure educational equity and success, the College maintains a full suite of student support programs and services, including the Student Diversity and Inclusion Center, Disability Services, Veteran’s Center, Career Center, Counseling Center, Student Health Services, Center for Civic Engagement, Environmental Center, Writing Center, and multiple tutoring facilities.

2.G.2 The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The Registrar’s Office updates and publishes the College Undergraduate and Graduate Academic Catalogs online each year. These contain information about the College Mission; entrance requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required
course sequences, and projected timelines to completion based on normal student progress and
the frequency of course offerings; names, titles, degrees held, and conferring institutions for
administrators and full-time faculty; rules, regulations for conduct, rights, and responsibilities;
tuition, fees, and other program costs; refund policies and procedures for students who withdraw
from enrollment; opportunities and requirements for financial aid; and academic calendar.

Westminster’s program webpages and academic catalogs serve two distinct purposes concerning
program learning goals. The Graduate and Undergraduate Catalogs have the exact program goals
that have been set for the program. Program pages on Westminster’s website use these program
goals for the “What You’ll Learn” portion of the “About the Program” section of the page.
However, for the program pages, goals are edited for marketing purposes, using more casual
language to be easy to understand for prospective students who have not yet begun the program
and who may not know industry-specific terminology, as well as to add additional appeal to the
program. For example: “To develop writing and editing skills applicable to various
communication professions” becomes “Master the ability to communicate effectively with a
wide variety of audiences through honing writing and editing skills applicable to various
communication professions.” While an edited version of the program goals appears on the
program pages, anyone viewing the page has the option to click through and view the program
within the academic by clicking the "View Program Requirements" button located before the
sample courses on the program’s webpage. There, they can see the original un-edited program
goals, as well as objectives, requirements, and course descriptions.

2.G.3 Publications and other written materials that describe educational programs include accurate information on
national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which
education and training are offered. Descriptions of unique requirements for employment and advancement in the
occupation or profession shall be included in such materials.

The Academic Catalogs contain information for licensure related to the following programs:
Elementary Education, Special Education, Master of Education, Master of Arts in Teaching,
Master of Science in Mental Health Counseling, Master of Science in Nursing-Family Nurse
Practitioner, and Master of Science in Nursing-Anesthesia. We have identified some gaps in
licensure information for some programs and will plan to address those in the 2020-2021
Catalogs. Additionally, the College’s Career Center maintains a collection of information related
to requirements for entering professions and other occupational information.

2.G.4 The institution provides an effective and accountable program of financial aid consistent with its mission,
student needs, and institutional resources. Information regarding the categories of financial assistance (such as
scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Westminster College provides merit scholarships, need-based institutional aid, and donor-funded
scholarships to students. The College administers federal student loans and grants for
undergraduate students. It also administers federal student loan programs for graduate students.
The administration of institutional and federal aid takes place in the Office of Financial Aid, which is part of the College’s Office of Enrollment Management. Information about the College’s financial aid program is available in the Undergraduate Catalog, Graduate Catalog, and on the Office of Financial Aid website. Newly admitted first-year and transfer students are automatically considered for merit scholarships. They also receive advising from admissions counselors and financial aid counselors about accessing institutional and federal need-based aid. Westminster closely monitors the size of the institutional aid budget and the institutional discount rate in order to balance educational access with financial sustainability.

2.G.5 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.

The Office of Financial Aid at Westminster provides loan counseling to students in accordance with federal regulations. Counselors in the office meet with students and their families to inform them of any repayment obligations and to provide guidance as they make decisions about whether to take out student loans and how much. All students exiting the College go through exit counseling in order to remind them of their repayment obligations. The College closely monitors the default behavior of its students and publicizes its students’ loan default rate on its website. The 2015 cohort default rate was 2.7%, well below the national average of 10.8%.

2.G.6 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Over the past three years, Westminster has begun the transition to a faculty-driven advising model. We effected this move to enhance students’ experiences by connecting them to faculty sooner. We leveraged the existing Learning Community mentors and major-specific faculty advising to make this transition by asking the mentors to become first-year advisors and adding advisor training to the regular Learning Community meetings. We currently have a dual advising model, with faculty advising on academic issues and staff advising students who need additional support.

Prior to starting at Westminster, most students (from 51% in 2018 to 76% in 2019) participated in a Griffin GearUp, in which they meet with a faculty advisor for an advising and registration appointment. The curriculum for this appointment includes WCore, other graduation requirements, major exploration, and follows developmental advising principles. At the end of this appointment, students register themselves for classes using Self-Service. Students who do not attend a Griffin GearUp meet with a faculty or staff advisor.
All first-time full-time students must register for a Learning Community (LC), which is a graduation requirement. Students choose LCs by major interest and schedule. For students in the Honors College, Welcome to Thinking 1 is the designated LC. The two faculty members teaching each LC become the student’s advisors until the student declares a major. Students must declare a major once they earn 60 credit hours through previous or Westminster credit (Honors students and others who have accumulated extensive college credits in high school are exempted from this requirement and given more time). We encourage major declaration through a registration hold. To declare a major, students meet in person with a faculty advisor to review graduation requirements, map out remaining coursework, identify experiential learning opportunities such as internships and undergraduate research, and prepare for graduate school or careers.

Transfer, international, and veteran students have a designated advisor who is also the Assistant Director of Student Success and Retention. These student populations meet one-on-one with their advisor upon admission confirmation and before the semester starts. Graduate students meet with their program directors, faculty or staff advisors for academic advising.

Professional development in advising is provided explicitly for Learning Community faculty and the whole campus is invited to these monthly sessions. These meetings have undergone significant revision since a team of faculty and staff attended the National Summer Institute on Learning Communities in July 2018.

Student Success and Retention comprises a Director, two Assistant Directors, a Coordinator, the Director of Disability Services/Testing Center and an administrative assistant for the Testing Center. The Assistant Directors and Coordinator also serve as staff advisors, working specifically with students on academic probation, first-generation college students, or other students facing precarity or needing additional advising support. These staff members participate in professional development opportunities throughout the year.

Student Success and Retention has representation on the Curriculum Committee (as a non-voting member), the WCore Committee, the Honors Advisory Board, along with other vital campus committees. This enables the entire Student Success and Retention team to stay up to date on curricular changes and the SSR member is able to provide important feedback regarding how these changes will impact students as they move through their academic curriculum.

Westminster has had Learning Communities (LCs) since 2006. In their current iteration, Learning Communities are two courses that share a theme. Students must enroll in both courses, thereby creating a cohort. LCs are fully integrated into our curriculum and include WCore classes, major requirements, or both. Faculty teaching these courses teach students about the WCore, how to use Canvas and Self-Service, and the College-Wide Learning Goals.
In the summer of 2018, the Learning Community Director took a team of two faculty and the Dean of Students to the National Summer Institute on Learning Communities. The result of this intensive week was a two-year action plan focused on professional development for the LC faculty and an assessment plan for that PD, which will lead into an assessment plan for the Learning Communities. In 2018, the LC Director created an LC Advisory Board composed of faculty from each school. One of their 2019 goals is to complete a mission statement. The working mission statement for the LCs is: The mission of the Learning Communities program is to assist students in the high school to college transition by developing strategies for academic success; connect students to one another, faculty mentors, and the campus community and resources; and to develop a greater sense of self through critical thinking, integrative learning.

Learning Community advisors complete a self-assessment at the end of the fall semester and often the spring semester to ensure they feel confident and up to date in their advising responsibilities. Student Success and Retention conducts an annual session at the Faculty Retreat to discuss advising and retention best practices. Important and timely information about retention comes through the Retention Survey administered each October by Enrollment Research since 2017. The Director of Student Success and Retention also reviews retention by Learning Community. Learning Community faculty are compensated $2000 in the year they teach an LC for the additional advising work.

2.G.7 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Westminster does not have a separate identity verification process for ensuring that enrolled distance education students are the individuals completing course requirements. All distance education courses are contained and managed within the college’s learning management system which requires an authenticated login. The student code of conduct prohibits students from sharing their login information with others. A significant amount of communication between faculty and distance education students, as well as communication among the students, occurs within the learning management system.

The competency-based education programs (CBE) do not use testing as part of their assessment processes; however, for programs that utilize testing, online quizzes and exams are contained and managed within the college’s learning management system. Additionally, CBE students engage in regular and substantive interaction with program faculty to discuss progress, ask questions, and receive feedback and advice. Student privacy is protected by restricting staff and faculty access within the learning management system to only the areas needed to effectively interact with students. Because many student-faculty interactions can happen outside the learning management system (phone, text, email, etc.), we are in the process of adopting a procedure to more effectively track all distance education interactions between faculty and students that fall
outside of the learning management system. This adoption can help verify “attendance” beyond what is currently available through the learning management system exclusively.

**Library and Information Resources**

2.1 Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution’s mission, programs, and services.

The Giovale Library staff adopted a new Mission Statement and Values in 2017. The Library’s Mission is as follows: The Giovale Library supports Westminster College's dedication to fostering student success and to creating a community of lifelong learners by providing access to innovative services and collections that encourage intellectual growth and exploration. The Library’s Values are Collaboration and Teamwork, Community Oriented, Diversity, Forward Thinking, Student-Centered, and Teaching and Learning. The Mission and Values were created to compliment the College’s Mission, College Wide Learning Goals, and Strategic Goals. The staff annually set goals for the Library in accordance with its Mission and Values.

**Library Personnel**

The Giovale Library staff consists of a Library Director, four librarians, and two para-professional staff. In addition to full time staff the Library employs roughly 17 student employees to provide customer service at the Circulation Desk. The four librarians and the Library Director all have master’s degrees in Library and Information Sciences from American Library Association-accredited institutions. All library staff participate in regular trainings and staff meetings. Librarians participate in professional development at the local, state, and national level. On campus, librarians serve on the following Faculty Committees: WCore Committee, Curriculum Committee, and the Teaching, Learning, and Resources Committee. Each librarian is assigned liaison areas, were their duties include providing information literacy instruction, reference help, and collection development to faculty and students in those areas. All Library staff provide reference help. In a 2018 survey of faculty and adjuncts, 88.9% of respondents said that they were very satisfied or satisfied with the responsiveness of library staff.

The Library has experienced a significant reduction in staff. In 2010 the Giovale Library staff consisted of six full-time librarians and four-full time para-professional staff. Currently we employ four full-time librarians and one librarian at 10 months full-time and two full-time paraprofessionals. Despite the loss in staff, during the same time period, we have expanded our building hours to serve the campus community. In the past year we have seen an increase in reference numbers as well. When compared to our IPEDS Comparison Institutions, in fiscal year 2017, we ranked 17th out of 21 institutions in librarian to student ratio.
Resources
The Giovale Library provides information resources that support the campus and further the College’s mission of creating a culture of learning. The collections are comprised of nearly 87,000 volumes, access to more than 240,000 electronic books, full text access to approximately 192,000 serials plus access to thousands of additional articles, reports and more through 97 database subscriptions. The Library provides access to academic films in both DVD format and online streaming. We maintain a popular reading collection and a popular film collection. The Library has a small Curriculum Collection that supports students and faculty in the School of Education. The Giovale Library houses the College’s Archives which specializes in the College’s history. To ensure the appropriate level of currency, depth, and breadth in our collections we have created a Collection Development Framework (pp. 9-11). The Framework, adopted in 2016 and updated in 2019, outlines our collection development priorities, process, formats collected, and deselection schedule.

Since fiscal year 2013, the Library’s budget has been reduced by 22 percent. This has affected our ability to purchase monographs (83% reduction), subscribe to databases (4% reduction), and purchase or subscribe to serials (23.8% reduction). Annually our portfolio of database and serial subscriptions increases in cost by 4.4 and 5 percent, respectively. Therefore, any reduction in these budget lines represents a significant loss in our portfolio. Since 2013, we have cancelled subscriptions to 15 databases and many more serials. When compared to our IPEDS Comparison Institutions, in fiscal year 2017, we ranked 18th out of 21 institutions in library expenditures per FTE.

In recent years, the Library has made many collection enhancements, including:

- Added to our electronic subscriptions in response to curricular needs (AAS Historical Periodicals Collections, Gale Database Collection, Philosopher’s Index, and upgraded from Academic Search Premier to Academic Search Ultimate).
- Subscribed to EBSCOHost eBooks collection in 2013-2014 which increased our electronic book titles by 1,600 percent.
- Leveraged group buying power to maximize resources through membership with the Utah Academic Library Consortium and affiliate membership in the Statewide California Electronic Library Consortium.
- Expanded our InterLibrary Loan Initiated Purchase Program in 2014 and again in 2018.
- Subscribed to two online streaming film databases: Kanopy and Academic Videos Online (AVON).
- Completed a major weeding project of the Main and Oversize Collection in 2017.
- Increased online full text journal access by subscribing to Science Direct (2012), Springer eJournals (2013), Gale Access (2017), and upgrading to Academic Search Ultimate (2018).
- Transitioned thesis submissions to electronic submissions.
• Created Research Guides to help students locate appropriate information resources.
• Started an Open Educational Resources and textbook affordability initiative.
• Surveyed the Westminster College teaching faculty about their use and satisfaction with the Giovale Library in 2018. The response was overwhelmingly positive. In regards to the collections, 71.3% responded that they were very satisfied or satisfied with the Library’s databases and collections.

Physical and Technology Infrastructure
2.1.1 Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.

Physical Infrastructure
In 1999, with the help of Dober, Lidsky, and Craig, the College developed a master plan that presented a step-by-step building program for the campus. This plan was essentially completed with the building of the Meldrum Science Center in 2009. A new planning process was started at that time. The planning process was overseen by a steering committee made up of faculty and staff representatives, members of the College’s Board of Trustees, a member of the Sugar House Community Council, student and alumni representatives, and neighbors. The goal was to discover and evaluate institutional options that may arise on the Core campus and/or on the Extended campus that will both further the academic endeavors of the College and provide for the best possible learning opportunities for its students. The steering committee worked in collaboration with stakeholders of the College and the Community to develop goals and principles. The resulting draft plan articulated a framework in which the College maintain and enhance the intimate campus feel, recognize the changing nature of education, integrate campus and community, and continue to grow and thrive. The plan was approved by the Board of Trustees in 2010, and an Implementation Committee was established to prioritize the improvements listed in the Master Plan, monitor progress, and provide annual updates. President Beth Dobkin has determined that the College will develop a new master plan after a strategic planning process has been completed. Its purpose will be to ensure that the College continues to create physical facilities that support its mission, programs, and services.

Westminster’s core campus consists of 27 acres with 25 main buildings, ten of which were built or renovated over the last 15 years. The College owns 13 homes adjacent to the campus that are used for student residential housing and for offices for staff and visiting scholars. In 2018, the College acquired a nearby home, currently valued at almost $5 million, through a generous donation. Holt Home is currently used as residence for the President and as a space for College events.

There are five residential halls with 532 beds on the main campus. Adjacent to the campus is a facility called Westminster on the Draw with 168 beds and space for college and conference
meetings. For the entire campus, there is a total of 1,129,752 square feet of building space, of which 233,256 square feet is dedicated to residential living. In the last several years, several facilities outside the core campus—the Garfield School, three apartment buildings and two duplexes—were sold and the proceeds set aside for operational reserves.

The Building and Facility Schedule lists all College properties and includes descriptions of the dates they were placed into service; the cost; the number of classrooms, offices, conference rooms, bathrooms, square footage; the condition of the roof and HVAC systems; and any other concerns related to the facility. Each building, bridge, parking structure, and common area is listed. If there are endowment funds that support the maintenance and repair of the building, then the amount of the endowment is listed along with the annual spending to support the facility. A similar schedule is maintained for each of the College homes. Additionally, a schedule of anticipated repairs and upgrades to HVAC systems, electrical systems, and other work is maintained.

Each year, along with the operating budget, a schedule of capital projects is proposed to the Planning and Priorities Committee. It is then reviewed by the Operations and Finance Committee, which forwards it to the Board of Trustees for final approval. The College has a tradition of sending operating surpluses to a Project Fund, which is used to repair and maintain facilities, for renovation projects, and to fund one-time projects. As a result, there is little deferred maintenance. The College goes to great lengths to address needed repairs before failures interfere with academic mission. The College maintains the goal of raising endowed funds to support maintenance and repairs of all privately funded facilities. Total endowment covering facilities totaled $8,250,427 as of March 31, 2019 and spending in the 2019-2020 budget is estimated at $354,889.

The College has established an Accessibility Committee to facilitate the goal of making the entire campus accessible to all who visit. This Committee works with the College administration to ensure all new projects or alterations meet the campus accessibility goals, and to review and address issues that are communicated. A 24-hour campus patrol presence monitors all parts of the core and extended campus. The College continues to enhance secure door access and video surveillance of key areas and buildings on campus.

The equipment owned by Westminster and used in its academic and non-academic operations is sufficient in quantity and quality. It appropriately supports the College’s mission, core theme objectives, and institutional goals. External grants have supported equipment purchases in the Meldrum Science Center and the School of Nursing and Health Sciences. Operating budgets, endowment, and reserve funds support the repair and replacement of equipment for all departments and buildings. Examples include the recent replacement of the field turf on the Dumke Athletic Field, equipment replacement in the Eccles Athletic Center, and the chiller
replacement at the Giovale Library. The College has made substantial investments in information technology to enhance the academic experience in the classroom and outside the classroom. A significant commitment to upgrading the wireless environment continues. Aging food preparation and serving equipment has also been replaced in the Café and the Shaw Center. The College has budgeted for the replacement and maintenance of equipment in areas where there are large inventories. However, additional resources should be budgeted to address equipment that will need to be replaced as it wears and become obsolete.

Westminster College strives to assure that all operations use ecological resources sustainably. Every two to three years, beginning in 2011, students and Environmental Center staff have measured the sustainability of the college’s operations (along with curriculum and engagement) using the Sustainability Tracking Assessment and Rating System (STARS) developed by the Association for Advancement of Sustainability in Higher Education. Westminster has earned a silver rating on all submissions, and when it comes to operations, the college scores particularly well in the grounds category. Over the past decade, the college has reduced energy use and emissions per capita and per square foot, and nine percent of the college’s electricity use comes from renewable sources. The College maintains an energy efficiency revolving loan fund that supports facilities upgrades and sustainability infrastructure.

The College has a Chemical Hazard Communication Program that ensures that the hazards of all produced or incorporated chemicals are evaluated and the information concerning these hazards is transmitted to all affected persons at Westminster College. The program requires the evaluation of hazardous chemicals present in a workplace and requires training of employees regarding the hazardous chemicals and related prevention and protective measures for routine and non-routine tasks. In addition to the College plan, some individual departments have additional plans in place, such as Meldrum Science Center’s Laboratory Safety Program and the Maintenance Department, which disposes of hazardous materials or toxic materials at the Salt Lake Valley Solid Waste Facility Hazardous Waste Program for proper disposal.

The Emergency Management Policy and Emergency Management Plan for Westminster College are intended to establish policy, procedures, and organizational structure for response to emergencies that are of a magnitude to cause a significant disruption of the functioning of all or portions of the College. This plan describes the roles and responsibilities of departments, schools, units and personnel during emergency situations. The basic emergency procedures are designed to protect lives and property through the effective use of Westminster and community resources. Since an emergency may be sudden and without warning, these procedures are designed to be flexible in order to accommodate contingencies of various types and magnitudes. Through the use of supporting documents, this Emergency Management Plan, with its associated appendices, provides guidance and directions for Westminster personnel in the area of prevention, mitigation, preparedness, response, and recovery operations. This Emergency
Management Plan addresses each type of emergency on an individual basis, providing guidelines for incident response. Attachments provide emergency instructions to the individual designated to direct Westminster resources in a concise format and emergency response information primarily for use by Campus Patrol, faculty, staff and other onsite personnel who may be initial responders to an emergency incident. The Office of Risk Management conducts regular drills and simulations to test procedures and readiness. In some cases, these are campus-wide activities, such as annual earthquake drills. At other times, more targeted exercises are conducted. For instance, on November 11, 2019, a select group of administrators and faculty participated in a tabletop situation response exercise focused on supporting a group of students travelling internationally who are involved in a natural disaster.

**Technology Infrastructure**

IS has 20 team members, led by the 2019 appointment of the College’s first cabinet-level Vice President and Chief Information Officer. Accordingly, cabinet discussions have ensued in relation to the College’s IS intake and governance effort, which is a process that considers the discussions and deliberations that take place in the Technology and Learning Resources committee, Deans Council, and departmental and interdepartmental teams. In coming years, the IS department will maintain a strategic roadmap for IS that will reflect this progress in the intake and governance process.

Classroom technology exists in every classroom, with a minimum standard to address the teaching and learning presentation needs in a consistent manner across campus, which is essential for the orientation of faculty, and particularly adjunct faculty who teach at multiple institutions. Non-standard technology, including videoconferencing and lecture-capture capabilities, allow for remote participation in some classrooms.

IS maintains and supports the use of more than 150 servers hosting nearly 100 academic and administrative software titles. The College’s network consists of more than 100 switches, hundreds of wireless access points, with traffic secured by advanced firewall and smart routing equipment and software. A replacement cycle is being developed and rolled out to best assimilate an amortization schedule that will allow for optimal return on the related investment while not risking obsolescence.

Indoor access to networked resources is ubiquitous as the College’s WiFi network reaches to all classrooms, offices, and community space. There are routinely more than 1500 devices connected to Westminster WiFi, many of which are personally owned devices that function well for the students, faculty, staff and visitors who use them.

The Information Services (IS) department supports teaching and learning with information resources, as well as equipment and applications that provide access to information resources,
available in classrooms and throughout the campus. These resources are offered online from all locations where the Internet reaches, directly via the web, and via virtual desktop infrastructure provisions collectively referred to as Westminster Anywhere. Classroom-based, hybrid/blended and online courses rely upon the Canvas LMS as both an information resource, and a gateway to other information resources and applications supporting a Westminster education.

The Student Information Systems and Enterprise Resource Planning systems that support transactional and information processing/reporting needs of the College are being shifted to an adoption and use profile that will reduce what is today a large number of custom applications in favor of a shift to software as a service or cloud offerings. This shift is intent upon repurposing resources used for such customization to EdTech provisions, since that is the best means for the College to leverage IS resources for strategic purpose.
CONCLUSION – MISSION FULFILLMENT AND SUSTAINABILITY

In August 2019, the Steering Committee that prepared this report held a retreat during which they simultaneously assessed implementation of the 2014-19 Strategic Plan and evaluated the College’s mission fulfillment and sustainability status. Three work groups reviewed objectives, indicators, and annual implementation priorities to assess progress toward the plan’s three strategic goals. The groups then made qualitative assessments of mission fulfillment and performed SWOT analyses of institutional sustainability. The observations and recommendations made during that retreat have informed this conclusion.

Mission

Westminster College is a private, independent college dedicated to student learning. We are a community of learners with a long and honored tradition of caring deeply about students and their education. We offer liberal arts and professional education in courses of study for undergraduate, selected graduate, and other innovative degree and non-degree programs. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their learning, to discover and pursue their passions, and to promote more equitable and sustainable communities.

Our purposes are to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a diverse and interdependent world. We promote distinctive approaches to engaged learning that emphasize theory and practice in our academic and co-curricular programs. Grounded in a culture of creativity and innovation we work to pursue excellence while promoting inclusiveness and respect for differences.

As the only small, private, independent college in Utah and one of a handful of similar schools in the Intermountain West, Westminster occupies a special niche. Our unique location is both a threat and an opportunity. The culture of higher education in the region is sharply focused on large state-subsidized institutions. As a result, there is limited awareness of the distinctive value of the kind of education we provide. Moreover, relative isolation makes it difficult for us to learn from peer institutions by connecting with them face-to-face. On the other hand, we enjoy access
to rich regional resources that afford unique learning experiences. The region provides a real-world laboratory in which we can integrate the liberal arts and professional education, directly addressing national concerns about value of higher education. High post-graduate employment rates indicate that employers value the results of an applied education that centers on the goals of critical thinking, communication, creativity, collaboration, and global responsibility. Our graduates have the freedom to think, the wisdom to know, and the aptitude to act.

We are solidly confident in the quality and value of a Westminster education. However, we have faced significant external and internal challenges during the period under review. In addition to the serious enrollment and financial pressures described elsewhere in this report, we have experienced repeated leadership change, which has limited our responsiveness. During the last six years, most senior administrative offices have turned over multiple times (after a decade, 2002-2012, during which there were only a handful of cabinet-level departures). Under these circumstances, the College’s organizational infrastructure (policies, procedures, and internal controls) has not been sufficiently robust to provide consistent direction. The resulting shifts in priorities and approaches have hindered our ability to implement the 2014-19 Strategic Plan. For instance, improving campus culture has been identified as a strategic priority during each year of the plan, but there have been three distinct philosophies governing this important work. We began with an approach rooted in the lessons of innovative corporate cultures, then we shifted to an emphasis on fostering campus pride, and finally, we focused on creating an inclusive campus climate and equitable learning environment.

Despite the challenges of organizational instability and persistent resource constraints, the College has seen significant creativity and innovation in recent years, largely because of the intense commitment to our mission and ethos that is demonstrated by our highly qualified faculty and staff:

- We have created an increasingly inclusive leadership team without increasing the total number of administrative positions on campus, and we hope that we are at the beginning of a new period of stability.
- We have made significant progress in becoming a more diverse, equitable, and inclusive community, including investing in a cabinet-level CDO and a comprehensive DEI strategic plan.
- We have fostered a culture of continuous experimentation with innovative, high-impact, instructional methods because we so deeply value active and experiential learning, interdisciplinary inquiry, and the applied liberal arts.
- We have developed a completely new general education program, WCore, and we have launched several new academic programs, while also discontinuing others.
• We have improved support for first-generation, transfer, veteran, and non-traditional students, and we have adopted an integrated student support model that holistically addresses academic, emotional, and physical well-being.
• We have piloted student engagement tracking, as well as assessment of student learning in co-curricular learning experiences.
• We have developed and implemented many new policies and procedures that will help provide operational stability for the long-term.

We have also identified two key areas that will require focused attention and strategic investment. First, we need to strike an appropriate balance between affordability and securing adequate tuition revenue to sustain the quality of the Westminster experience. This will require differentiating clearly between regional competitors and national peers, since we cannot afford to compete locally on price. The current culture of scarcity limits the creativity and engagement of faculty and staff in ways that can impact student learning and success. Moreover, high faculty and staff turnover in response to perceptions of organizational instability reduces our capacity to provide a high-quality relational student experience. Second, we need better information systems infrastructure for collecting and sharing data. Most importantly, our enrollment and financial management systems must be addressed to ensure sustainability. Improved data systems would also provide more transparency in decision-making, as well as improvements in routine processes, such as curriculum development, course scheduling, and budgeting. They would also support more effective assessment of student learning, tracking of student achievement and success, and analysis of our academic program portfolio.

The 2018-19 academic year was an inflection point for the College. President Dobkin assembled a new leadership team, which conducted a baseline analysis of systems and trends and set a new direction for the future. In the coming accreditation cycle, we look forward to:

• Establishing a stable and effective leadership team;
• Strengthening our strategic position both regionally and nationally;
• Developing a new strategic plan that aligns with our strategic positioning;
• Identifying meaningful indicators for strategic goals and objectives;
• Increasing tuition revenue and exploring new revenue opportunities;
• Capitalizing on local population and economic growth and diversification;
• Maintaining strong community relations and partnerships;
• Maximizing grants, philanthropy, and other external resources;
• Continuing development of consistent policies and procedures;
• Deepening the integration of the liberal arts and professional preparation; and
• Placing student success at the center of our institutional identity and planning.
We strongly support the emphasis on student success that is reflected in NWCCU’s 2020 Standards, and we particularly look forward to deepening our work in this area. At Westminster College, we view student success as a multi-dimensional, lifelong process that includes 1) learning that occurs in our curricular and co-curricular programs; 2) engagement in identity-forming activities (athletics, creative activity, community service, clubs and organizations, etc.); 3) persistence and timely degree completion; and 4) post-graduate achievement of personal and professional goals. We measure the four elements of student success in a variety of ways. We regularly assess student learning in relation to clearly identified college-wide and program-specific goals, then use assessment data to guide program improvements. Student Affairs tracks multiple data points related to student engagement, including Career Center visitation, student employment, and participation in extra-curricular activities and athletics. We also administer a first-year student retention survey and a graduating student survey. These instruments provide snapshots of the student experience at the beginning and end of their time at the College. The Office of Student Retention and Success and the Office of Institutional Research monitor retention and graduation rates, disaggregated by race, ethnicity, gender, and other categories. The Career Center and the Office of Alumni Relations have a great deal of anecdotal data on post-graduation achievement; however, we currently rely on external data sets, such as the College Scorecard, National Student Clearinghouse, WSJ/THE ranking data, Washington Monthly ranking data, for quantitative measures in this area. During the next accreditation cycle, we will focus on centralizing and standardizing our efforts to track student success. We hope to develop the institutional research capacity to address questions such as the following:

- What academic, personal, and professional goals do students have when they matriculate? How do those goals change over time?
- How do students define success and achievement in their own terms? How do their definitions compare to institutional definitions?
- Are there equity gaps in student engagement, experience, learning, achievement, and success that can be addressed?
- When do students develop a sense of belonging? What experiences contribute to belonging? How does belonging correlate with retention and graduation rates?
- How does the Westminster experience contribute to students’ academic identity development? How does academic self-perception correlate with success?

In order to answer these questions, we plan to build disaggregated datasets on the following topics, among others:

- Student experience of campus climate and sense of belonging
- Student experience of academic identity formation
- Quantity, quality, and impact of mentoring that occurs on campus
- Alumni employment outcomes, with salary data tied to major
- Alumni community engagement (e.g., voting, volunteering, service, activism)
- Alumni job and life satisfaction
- Students and alumni perceptions of the quality and value of their education
- Students and alumni perceptions of their own success and achievement

We look forward to the new insights that this research will generate and to using those insights to drive deep institutional change.
Appendices

Appendix A: Program Assessment Schedule by Program

Program Assessment Schedule

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PR - Program Review  BPR - Bi-Annual Progress Report

Group A
Justice Studies, MSC, Political Science, Psychology, Sociology, Nursing*, Public Health, OEL

Group B
Communication, English, MPH*, MSNA*, MSN*, DNP-MSN*, Economics

Group C
History, Honors, MSMHC, Spanish/Latin American Studies

Group D
Art, Computer Science, Mathematics, Music, Theatre

Group E
Biology, Chemistry, Environmental Science, Geology, Neuroscience, Physics, MAT*, Education*, Educational Studies

Group F
Arts Administration, Philosophy, MACC*, MBA*, MBATC*, MED, MACL, Business*

*Externally accredited programs will submit their self-study reports as their Program Reviews. Their Program Review schedules will be coordinated with their accreditation schedules.
### WCore Assessment Schedule

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**Content Areas**

WCFAH = WCore Fine Arts and Humanities  
WCSBS = WCore Social and Behavioral Sciences  
WCSAM = WCore Science and Math

**Emphases**

DE = Diversity Emphasis  
QE = Quantitative Emphasis  
RE = Research Emphasis  
WE = Writing Emphasis  
EW = Engaging the World
## Appendix B: Standard 2 Supporting Documentation Checklist

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<td>System governance policies/procedures (if applicable)</td>
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<td>Policies/procedures that define relationship of institution with co-curricular activities including student publications and media.</td>
<td>N/A</td>
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| 2.A.19  | Policies/procedures for apprising employees of working conditions, rights and responsibilities, evaluation, retention, promotion, and termination | Employment Policy  
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Staff Corrective Action Procedures  
Staff Handbook  
Staff Teaching Policy  
Faculty Manual – The Faculty  
Faculty Workload Policies and Procedures  
Board Statement on Prohibition of Discrimination |
| 2.A.20  | Policies/procedures ensuring security and confidentiality of human resource records | Information Security Program Policy  
Confidentiality Policy  
Data Governance and Access Policy  
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- Appendix B |
| 2.A.21  | Policies/procedures/ for reviewing publications that assures integrity | N/A |
| 2.A.22  | Policies/procedures for reviewing internal and external complaints and grievances | UG Catalog – Grading and Academic Standards – Academic Grievance  
GR Catalog – Grading and Academic Standards - Academic Grievance |
| 2.A.23  | Policies/procedures prohibiting conflict of interests among employees and board members, ensures educational autonomy, and provides notice if | Board Policy on Conflicts of Interest and Related Procedures  
Conflict of Interest Form  
Equal Opportunity Policy  
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<td>that articulate the oversight and management of financial resources including planning and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, transfers and borrowing between funds</td>
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GR Programs & Course Descriptions |
| 2.C.3 | Policies/procedures that define the awarding of credit and degrees | UG Grading and Academic Standards  
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| 2.C.4 | Admission and graduation requirements for degree programs | UG Admission  
GR Admission  
UG Degree Requirements  
GR Degree Requirements |
<p>| 2.C.5 | Policies/procedures explaining the faculty role in revising curriculum, selecting faculty, and assessing achievement of student learning outcomes | Faculty Manual |
| 2.C.6 | Policies/procedures that explains faculty/library partnership for assuring library and information resources are integrated into the learning process | Library Policy |
| 2.C.7 | Policies/procedures for approval of experiential learning | N/A |
| 2.C.8 | Transfer of credit acceptance policies/procedures | Academic Catalog - Transfer Credit Transfer Admission |
| 2.C.9 | Description of general education program | WCore |
| 2.C.10 | Assessable learning outcomes for all | WCore Handbook |</p>
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| 2.D.10| Description of advising program and advising publications                                         | Academic Advising  
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Faculty and Retention  
First Year Advising Sheet  
Math Placement Guidelines  
Probation Contract  
WMAAlert Self-Assessment  
Writing Self Placement |
| 2.D.11| Policies/procedures regarding co-curricular activities                                           | N/A        |
| 2.D.12| Policies/procedures regarding auxiliary services                                                 | Use Policy and Guidelines |
| 2.D.13| Policies/procedures governing intercollegiate athletics                                          | Athletics   |
| 2.D.14| Policies/procedures for assuring identity verification for students enrolling in distance education courses | N/A        |
| 2.D.2 | Policies/procedures that explain provisions for ensuring the safety and security of students including the | Clery Act Compliance Policy |
| 2.D.3 | Policies/procedures for recruiting, admitting and advising students | UG Admission  
GR Admission |
| 2.D.4 | Teachout plan(s) or agreement(s) | N/A |
| 2.D.5 | Catalog which provides information regarding mission and core themes, course requirements, names and titles of administrators and faculty, code of conduct, costs, refund policies, financial aid, academic calendar | Westminster College Catalog |
| 2.D.6 | Publication that describes program requirements, licensure, and other unique requirements | Westminster College Catalog |
| 2.D.7 | Policies/procedures regarding secure retention of student records, i.e., back-up, confidentiality, release | Record Retention and Disposition Policy |
| 2.D.8 | Published financial aid policies/procedures | UG Financial Aid Catalog  
GR Financial Aid Catalog |
<p>| 2.D.9 | Policies/procedures for student loan repayment and procedure for monitoring loan default | Loan and Loan Repayment |
| 2.E.2 | Library planning committee and procedures for planning | Library Policies – Library planning committee and procedures for planning |</p>
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| 2.F 2   | Policies/procedures for resource planning                                   | Interim Operations Finance Committee Charter        
Investment Committee Charter |
| 2.F 3   | Policies/procedures for financial planning committee                        | Interim Operations Finance Committee Charter        
Investment Committee Charter |
| 2.F.1   | Policies/procedures for financial planning and budget development           | Interim Operations Finance Committee Charter        
Investment Committee Charter |
| 2.F.4   | Description of internal financial controls                                  | N/A                                                |
| 2.F.5   | Long-range capital plan to include capital budget policies/procedures       | N/A                                                |
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| 2.F.7   | Latest external financial audit including management letter                 | 2018-2019 Audited Financial Statement               |
| 2.F.8   | Operating agreements between institution and fundraising organizations       | Interim Advancement Committee Charter        
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| 2.G.1   | Procedures for assessing adequacy of physical facilities                    | Building Checklist                                  |
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| 2.G.3 | Physical and technological master plan | Campus Topology  
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