For continued accreditation with the Higher Learning Commission of the North Central Association of Colleges and Schools
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INTRODUCTION AND HISTORY

Wentworth Military Academy and College is a private, not-for-profit, two year college located in Lexington, Missouri which is approximately 40 miles east of Kansas City, Missouri. WMAC is designated under Title 10 as one of five military junior colleges in the United States offering the U.S. Army's two-year Early Commissioning Program, an Army Reserve Officers Training Corps (ROTC) program through which students can earn a commission as a 2nd Lieutenant after two years of college. The campus of Wentworth Military Academy and College is part of a National Historic District located in Lexington which was founded alongside the Missouri River in 1822. By the 1840’s, Lexington was the third largest town in Missouri with an economy based on the Missouri River steamboat trade and served as a financial support center for trade on the Santa Fe Trail and Oregon Trail. In the 1840s, Russell, Majors and Waddell, the largest trading firm in the West, established its headquarters in Lexington. During the Civil War, two battles were fought in Lexington, and the core area of the original battle is now a State Historic Site. The Wentworth campus was part of that battlefield.

In 1880, Stephen G. Wentworth founded Wentworth Male Academy to provide an education to the region’s young men. In 1882, Wentworth became a military school, and in 1890 officially changed its name to Wentworth Military Academy. In 1898, Wentworth became a post of the Missouri National Guard, which allowed the administration and faculty to be granted National Guard commissions. In 1923, Wentworth added a two year college program and changed its name to Wentworth Military Academy and Junior College. In 1930, the North Central Association granted accreditation for the College.

During the 1930s, WMAC survived the economic hardships of the Great Depression. In 1941, the United States’ entry into World War II led to a substantial increase in enrollment and the institution continued to operate at capacity throughout the 1940s, 1950s and 1960s. During the 1970s, Wentworth’s enrollment declined dramatically owing to the anti-military backlash of the Vietnam War era, and the double digit inflation of the early 1970s. During this period, enrollment plummeted at military schools and colleges throughout the United States. Many notable institutions closed their doors including Wentworth’s long-time rival, Kemper Military School and Junior College in Boonville, Missouri. Nevertheless, from 1978-1984 WMAC stabilized its enrollment and by 1984 there were over 400 cadets at WMAC.

WMAC, along with the four other military junior colleges (New Mexico Military Institute, Marion Military Institute, Georgia Military College, and Valley Forge Military Academy and College) and the six senior military colleges (Texas A&M, North Georgia College, The Citadel, VMI, Virginia Tech, and Norwich) comprise the U.S. Army Cadet Command’s First Brigade. First Brigade has a collective mission to commission as many 2nd Lieutenants as West Point for the U.S. Army. WMAC and Kansas State University are the two largest sources of 2nd Lieutenants for the U.S. Army in the Midwest.
The higher enrollment numbers of the early 1980s proved increasingly difficult to maintain. From the late 1980s to the present WMAC has struggled with its boarding enrollment program, averaging between 180 and 220 military cadets. In 1993, as part of a new approach, female cadets were admitted for the first time thus making the institution co-educational. The co-educational program required changes in policies, leadership and housing, all of which have been successfully addressed. Today, women make up approximately twenty-five percent of the corps of cadets. Recruitment efforts were also expanded geographically. WMAC’s current boarding cadets come from all over the United States and 17 foreign countries.

In 1975, a traditional community college program was started for non-boarding college students from the local area. The program started as an adult learning program with evening classes only and gradually expanded to include community college student enrollment in all college academic courses offered by WMAC. In addition, WMAC opened three college extension sites in Lamar, Hermitage and Cameron, Missouri. The sites operate under a site coordinator who works with the WMAC Academic Dean. The community college program has shown consistent growth during its operation and currently draws over 430 full-time equivalents from a 30 mile radius around the Lexington campus and each extension site.

CURRENT CONTEXT

In January 2002, WMAC underwent a comprehensive visit from the Higher Learning Commission. As a result of that visit, the College was placed under heavy review. Wentworth College was recommended for continued accreditation for seven years, and was required to submit a progress report on academic assessment and annual monitoring reports on enrollment and finances.

In the period between the 2002 and 2009 comprehensive visits, 90% of the monitoring and progress reports were late and often incomplete. From 2000-2009, the College had clear and significant problems with its basic financial operations, including: an unqualified CFO/Controller, late audits, sporadic and inaccurate financial tracking and reporting, multiple and non-integrated accounting databases, ineffectve policies and procedures, poor billing and receivables management, and a lack of understanding of and inquiry into financial issues by senior management. In addition, from 2002-2009 WMAC had four CEOs which undercut any attempts to stabilize and improve the institution.

In addition to its past financial practices, WMAC also operated without a viable strategic plan or a clearly articulated institutional strategic direction. During the previous two decades, WMAC had attempted unsuccessfully to reinvent itself. These attempts included, starting a college football program then dropping all college athletic programs, de-emphasizing the military nature of the institution, and then placing a greater focus on the high school program (historically the institution’s larger revenue source). By 2009, the institution clearly suffered from an identity crisis which was reflected in the adoption of five distinct mission statements in seven years.

In 2008, a newly elected Board of Trustees identified the deficiencies in the financial operations and appointed a Board Finance Committee to begin to address the situation. The Finance Committee immediately noted that
monthly reporting had been missing for a number of years and that the Board and the executive leadership at that time received only snapshot financial updates at Board meetings. Moreover, pointed questioning from Board members showed these reports to be inaccurate. In addition, both receivables and payables were unacceptably high, and the annual budgeting process was inadequate.

In November 2008, the Board initiated major changes in the senior management including a new President/CEO, Superintendent/COO, and Director of Operations. The new president, William W. Sellers, had been a member of the college’s Board of Trustees, and is a direct descendant of WMAC’s first president, Sandford Sellers. President Sellers was the fourth generation of the Sellers family to lead the institution. During the 2009 HLC Comprehensive Visit, the Board and the senior management had extensive open discussions with the evaluation team about the reasons for the change in leadership, with much of the focus on the deficiencies of the business operations. The WMAC Senior Staff responded immediately to the concerns expressed by the evaluation team and began planning the necessary operational changes.

In April 2009, the institution’s business operations were outsourced and a new CFO was appointed. Mr. Glenn Miller was appointed CFO. Mr. Miller is principal of Miller Management Systems (MMS), a firm specializing in providing accounting and business operational support to non-profits and educational institutions. In the summer of 2009, the Business Office hired a new Business Operations Director and a new Accounts Receivable manager. Extensive and largely successful efforts resulted in the collection of outstanding balances. The adoption of sound business practices allowed WMAC to assure receipt of tuition and fees on a timely basis.

Initiatives were taken to improve academic assessment including the appointment of Colonel Tim J. Casey, U.S. Army (Ret.) as the College Academic Dean. The Academic Dean established new faculty-driven committees, including the Accreditation Steering Committee and the Assessment Committee, to address important questions and find solutions while maintaining an unprecedented focus on assessment, accountability, transparency and inclusion. Since 2009, WMAC has attended the HLC Annual Conference, several HLC Workshops, and joined the HLC Assessment Academy. The HLC has been recognized as an ally in the institution’s effort to refocus and reinvigorate the drive toward achieving its Mission. In June 2013, Mr. Michael Lierman accepted the position of WMAC President. Mr. Lierman has served in multiple positions within the organization over the past thirty-five years. Under his leadership, the institution has continued to pursue a culture of assessment, operational transparency, and a commitment to continuous improvement.

RESPONSES TO CONCERNS FROM 2009 COMPREHENSIVE VISIT

ADVANCEMENT

WMA should consider inviting additional universities in the region to bring baccalaureate degree programs to the WMA campus.

- Academic Dean met with Dean of Health and Human Services College, Director of IRCM, and Chair of Criminal Justice Department at UCM to begin coordination of Homeland Security course offerings
• Articulation Agreement completed: MVC to offer BA in Middle School Education and BA in Elementary Education on campus at Wentworth

**WMA should consider equipping a compressed interactive video laboratory on the Lexington Campus to facilitate distance education courses to remote sites in the region.**

• Research change to new LMS/ select new LMS: Moodlerooms contract signed and purchased
• Transition to new LMS; train administrators and faculty: ongoing

**Consider budgeting for at least one employee to annually travel to a national conference related to a general higher education issue.**

• Assessment Steering committee attended HLC Workshop in July 09
• President and Assessment Steering Committee attending annual HLC Conference (attended in Apr 2010, Apr 2011, Apr 2012, Apr 2013, Apr 2014)
• Wentworth joined HLC Assessment Academy; Assessment Steering committee attended Roundtable in June 2011 and submitting regular updates

**Consider developing detailed policies and/or practices focusing specifically on civilian students. Consider creating a civilian student organization or task force.**

• Create a Diversity and Student Services Sub-Committee within the Assessment Steering Committee to develop recommendations for consideration by the WMAC leadership
• Began regular assessment of commuting students via focus group surveys

**Consider revising the institutional website to include a link to the Trails Regional Library.**

• Link placed on the website
• Provided academic research engine via EbscoHost to all students, both on and off campus

**Expectations for the creation of standard distance learning practices – 1. Response times 2. Clearly stated 3. Set a standard that the faculty members should observe 4. Consider an institution-wide practice or policy**

• Developed on-line end of course student survey
• Distance Learning standards document: developed and approved
• Integrated on-line resources to provide both student learning and administrative support: Moodlerooms contract purchased
• Developed training for distance learning instructors. Included Best Practices and mechanisms to improve accountability
• Annually review, update and improve distance learning standards
• Creation of Director of Distance Learning position
For Distance Learning Program: Consider some minimum requirements for new instructors, both full-time and adjunct. Completion of a course in online instruction.

- New instructor Certification training course developed (two hour course)
- All online instructors required to take certification course
- Developed annual refresher and “Best Practices” course
- Transition to Moodlerooms with expanded capabilities

Consider how online companion sites can contribute to the overall instructional experience for both students and faculty.

- Acquired web-based learning platform
- Made available/conducted training
- Conducted follow-up and refresher training; monitor use
- Transition training in Moodlerooms: made Moodlerooms available for face-to-face courses
- Conduct training with adjuncts at sites: on going

Consider developing an online student-support system to assist students at the remote sites. 1. Online registration, 2. Online grade submission, 3. Online textbook ordering, 4. Online applications.

- Implemented online attendance and grade reporting
- Developed and implemented online textbook ordering
- Developed and implemented online application
- Developed and implemented ability for site coordinators to verify student financial aid status online
- Developed and implemented online transcript request process
- Develop and implement online enrollment process: on going

Consideration of some moderate marketing efforts and expenditures at sites. Break-even on costs is closer to 3-4 students.

- Visited businesses, posted flyers, and advertised in local papers
- Joined local Chamber of Commerce organizations at extension sites
- Made presentation at local Chamber meetings
- Advertise in local newspaper prior to each term in Cameron and Hermitage. (Lamar uses Vo-Tech newsletter)
- Send letters to DE student families annually
- Minimum class size reduced to 6
- Open a small office with signage in Cameron to provide more permanent, visible presence: on going
Consideration should be given to some differentiation in rates by credentials and by semesters of service.

- Developed and implemented merit system for instructor compensation.

Consider purchasing media carts for the classrooms at satellite campuses.

- Provided laptop
- Provide projector: on going

Establish identity between students at the extension sites with the larger institution that WMA represents.

- Develop useful online information for sites
- Hold mini-graduations at Hermitage and Lamar
- Provide site coordinators and instructors with Wentworth shirts and other items with logos
- College staff assists with enrollments and make regular visits to sites; visit classes: on going

WMA support for lab classes is minimal at best at the Cameron campus.

- See “Satellite campus support…”
- Virtual labs tried in Fall 2011 – instructors and students did not find them effective

ASSURANCE

There is no End of Course evaluation of instruction in the online courses.

- Online EOC survey developed and implemented
- Online EOC survey implemented, data collected and evaluated after each 8 week term
- Department Chairs evaluate EOS results at end of each semester
- Develop ways to improve response by online students: award points for and require final survey completion

Establish formal advisory committees or advisory boards to assist in the development and evaluation of new program offerings (especially occupational programs).

- Assessment Committee and the Academic Dean conduct annual program reviews each Spring
- Added: AA Homeland Security Fall 2010

A concern was expressed regarding the inability of eCampus to provide correct text books to students in a timely manner.

- Refined and tested the process for providing correct textbooks to students.
- Verification by the Registrar & Financial Aid offices prior to ordering.
- Established single point of contact (Registrar’s Office) for coordination with the eCampus book provider.
• Expanded to include offering textbook rentals

As WMA expands its offering in dual enrollment programming at local high schools throughout the state it is imperative that they maintain oversight of these offerings, operating within policies that can guarantee academic rigor and integrity.

• Notify HS principals of oversight and assessment requirements.
• Developed final exam inserts (assessment tool)
• Implemented textbook requirements and discontinued DE with selected schools.
• Develop program for improved interaction and professional development of DE faculty.
• Changed compensation of DE teachers
• Defined & implemented Professional Development for DE teachers

Create a “guide” for students and cadets which would identify the types of resources available and research the possibility of formalizing and expanding partnerships which would expand the students’ and cadets’ accessibility to additional educational data bases.

• Purchased subscription to Lexis Nexis database and provided link on Wentworth web site
• Provided link with Trails Regional Library on WMAC website
• Replaced Lexis Nexis with EBSO-host: available to students off-campus
• Developed Student Success Strategies course which includes this information

Identify more general outcomes which are expected of cadets and students. Develop more specific, measurable outcomes. Identify broad-based core learning outcomes to serve as the basis for program level assessment.

• College faculty discussed and adopted the eight learning goals established by the Missouri Department of Higher Education
• Department Heads conducted annual program assessment and review
• Coordination of Master Syllabi with Student Learning Outcomes
• Began assessment, analysis, and archiving of data for each learning outcome
• Created Assessment Coordinator position to facilitate assessment, assessment planning, analysis, and action plans
• Implementation of assessment at Academic Department level: on going

Identify inclusive, information driven process which more specifically articulates this institution’s philosophy on general education as well as degree specific goals.

• Decision made to join Assessment Academy
• Creation of Assessment Coordinator position
• Creation, revision, and continuation of yearly academic assessment cycle
Communication between the main campus and the satellite campuses is poor.

- Academic Dean’s office makes at least two visits to each site per semester
- Hold Site Coord. Conf. annually (Nov 09; Mar 11)
- Conduct graduation ceremonies at Lamar (May 09,10,11,12); Hermitage (Jan 09); Cameron close enough to Lexington
- Academic Dean/Registrar make email/phone contact weekly
- Contributed to Hermitage grant proposal
- Acquired automated transcript request
- Acquired automated application capability
- Developed web-based financial aid status
- Acquire automated enrollment capability: on going

Satellite campus support for technology and laboratories is lacking. Provide technology, laboratory support and budgetary support for laboratory equipment and supplies.

- Met with Cameron HS Principal: he is considering allowing lab support if one of his HS teachers instructs the class
- Biology lab equipment provided by Department Head: on going
- Virtual Chemistry lab licenses purchased
- Instructors & students concluded the virtual labs were not effective: discontinued
- Leasing office space in Cameron, exploring potential of providing lab equipment for storage and use as needed: on going

RESPONSE TO CHALLENGES FROM 2012 FOCUS VISIT

Be prepared to provide evidence that assessment data is being used to inform the planning and budgeting process.

- Academic Dean (often via input from academic department chairs) uses S.O.A.R. budgeting process to draw from a number of assessment practices to determine allocation of resources, including Student Satisfaction Surveys, Instructor Evaluations, and Assessment Program data
- WMAC joined HLC Assessment Academy to design, develop, and implement fully functioning assessment program
- WMAC budgeted funds for the creation of Assessment Coordinator position
- Physical Fitness Center, renovation of main Science laboratory, and creation of Student Success Strategies course are all recent initiatives that have been assessment driven
Be prepared to demonstrate that WMAC can offer student support services to distance learning students to enable them to earn a degree online (as part of the process of gaining approval from the HLC to grant a degree earned online).

- Students may now complete an application online, view course schedules, view the Student Handbook and College Catalog, purchase textbooks, and order transcripts
- Students have personal accounts online to view their schedules and grades, and receive announcements
- WMAC offers distance learning courses only to residents in Missouri and almost exclusively to students within commuting distance of the four college sites; as a result, these students have access to the same level of student services as those taking face to face courses

Reconsider the strategic plan objective to offer a four-year degree by the 2013-2014 school year.

- WMAC had already reconsidered this objective in AY 2011-2012. The strategic plan is being formally revised during AY 2014-2015 and will likely still include some form of planning toward developing a four-year degree program in the future
CRITERION ONE. MISSION

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

Since 1880, Wentworth Military Academy and College (WMAC) has served the public good at the national, regional and local levels based on a mission and values that combine a long-held respect for tradition with a dedication to innovation. The Mission Statement, the values espoused there and in related documents, and the guiding principles and strategic goals of WMAC have all been conceived and implemented through institution-wide collaboration and for the benefit of the various constituencies served historically, now, and into the future.

CORE COMPONENTS

1.A.

THE INSTITUTION’S MISSION IS BROADLY UNDERSTOOD WITHIN THE INSTITUTION AND GUIDES ITS OPERATIONS.

WMAC and its Board of Trustees have sought substantive input regarding the institution’s mission and involved a broad spectrum of stakeholders in the creation of the Mission Statement and related documents. Since 2009, significant progress has been achieved towards integrating the Mission Statement into all areas of the institution. Central to this process was an intensive review and revision of nearly every aspect of the College’s operations and how they intersect with the mission. An important outcome of this review process was greater transparency and an unprecedented degree of campus-wide engagement with the mission documents and strategic goals. To-date, the result has been a broader awareness of WMAC’s mission, the challenges the mission engenders, and the strategies envisioned for the future of the institution.

1.A.1.

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

The WMAC Mission Statement evolved through a development process that reflects the institution and its constituencies. Since 2009, a renewed determination to integrate the current landscape of higher education, the career goals of Wentworth graduates, and the institution’s long-cherished traditions resulted in a campus-wide reassessment of the mission documents.
In 2011, the Board of Directors adopted the current Mission Statement:

The mission of Wentworth Military Academy and College is to provide the environment and resources necessary for its students to develop their potential in academics, leadership, physical well-being, moral character, and self-discipline so they become productive citizens in a diverse, global society.

The current Mission Statement is the result of a development process that evolved through the adoption of three earlier mission statements in 2008, 2009, and 2011. Starting in 2008, the Senior Staff and the Board of Trustees sought to design and implement a new Mission Statement as well as other related supporting documents in order to better define and articulate the future direction and primary mission of the institution. The adoption of three new mission statements in as many years reflected the external and internal challenges facing the institution prior to and following the 2009 HLC Comprehensive Visit. The most significant changes were to the Senior Staff, including a new president, vice-president\college dean, and other key personnel. Moreover, the 2008-2009 changes in the Mission Statement reflected awareness by the institution’s leadership that significant procedural and institutional cultural changes were needed for the growth and advancement of the institution. Integral to this process of institutional change following the 2009 HLC Comprehensive Visit was a greater degree of transparency and inclusion among internal and external constituencies. Central to these changes was a revised Mission Statement that reflected the contributions of an increasingly broad spectrum of stakeholders. The current Mission Statement is based on a recently articulated yet clearly envisioned sense of institutional purpose and long-held dedication to academic integrity. This process was guided by the shared belief that Wentworth students are best served when the institution provides current and relevant educational resources within a context based on the traditional values that have guided Wentworth Military Academy and College since 1880.

In 2009, then President William Sellers inaugurated the most significant and long-lasting changes to the institution’s key documents, including the Mission Statement, Core Values, and Strategic Plan. From 2009-2011 the President oversaw the revision process and the creation of task-forces and sub-committees to ensure widespread participation, transparency and buy-in. Regularly-held Faculty and Staff meetings, questionnaires, committees, and other opinion-gathering tools were used to gain an unprecedented degree of campus-wide collaboration. In 2011, the newly revised Mission Statement, Core Values, and Strategic Plan were adopted by the Board of Trustees. Newly created Strategic Initiatives integrated the new mission documents into an action plan that would be implemented during the following four years:
2011-2015 STRATEGIC INITIATIVES:

1. Improve quality of academic programming in line with Wentworth’s mission.

2. Develop principled leaders of character for the global 21st Century World within a safe, holistic, consistent, disciplined, and motivating environment.

3. Create an efficient & effective student admissions & retention program.

4. Refine Operations in support of organizational mission & other strategic initiatives.

5. Form strategic partnerships that inform and advance the mission of Wentworth.

6. Develop and implement an effective institutional advancement program, including facilities, alumni, and development.

The Mission Statement is central to the 2011-2015 Strategic Plan and furthermore it is integral to the institution’s Mission-based Goals and Core Values:

MISSION-BASED GOALS: “P.A.L.M.S.”

P.A.L.M.S. is the acronym derived from the Goals that directly inform the Mission Statement: Physical well-being, Academic success, Leadership skills, Moral character, and Self-discipline.

CORE VALUES: “T.H.I.R.D.”

The institution’s Core Values are fundamental to these Mission-based Goals. The Core Values are outlined for everyone in the WMAC community in the following manner:

Teamwork: Strive to be a strong and loyal team member. You must exercise strong values to be a good member of the team. Leaders strive to develop effective teams. Analyze your personal and unit goals holistically, considering how your actions support or hinder the progress of the group. You must stand up for your leadership, for your peers, and for your followers. Ultimately, both triumph and failure are shared by all. Being a true team member requires believing in and devoting your efforts to something greater than yourself.

Honor: Honor is your word, it cannot be taken from you, and it is freely given. Develop the habit of being honorable, and solidify that habit with every value choice you make. Honor is a matter of carrying out, acting, and living the values of respect, duty, loyalty, integrity and teamwork in everything you do.

Integrity: Do what is right, legally and morally. Integrity is a quality you develop by adhering to guiding moral principles. It requires that you do and say nothing that deceives others. As your integrity grows, so does the trust others place in you. Be true to your values and do not
compromise them for others. Without integrity all other values fail. It is integrity which keeps them intact. Integrity is the summation of our character. The more choices you make based on integrity, the more this highly prized value will affect your relationships with family and friends, and, finally, the fundamental acceptance of yourself.

**Respect:** Treat others with dignity and respect and expect others to do the same. Respect is what allows us to appreciate the best in other people. Respect is trusting that all people have done their jobs and fulfilled their duty. If you do not first give respect do not expect to receive it. Respect is the only value that you have to earn. Self-respect allows you to appreciate the best in yourself, resulting from knowing you have put forth your best effort.

**Duty:** You are obligated to do what must be done. Doing your duty means more than carrying out your assigned tasks. Duty means being able to accomplish tasks as part of a team. We have duty at all levels: duty to self, duty to family, duty to nation and state, duty to job, and duty to team. You fulfill your obligations as a part of your unit every time you resist the temptation to take “shortcuts” that might undermine the integrity of the end product.

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**THE INSTITUTION’S ACADEMIC PROGRAMS, STUDENT SUPPORT SERVICES, AND ENROLLMENT PROFILE ARE CONSISTENT WITH ITS STATED MISSION.**

Commensurate with its mission “to provide the environment and resources necessary for its students to develop their potential in academics,” WMAC maintains academic degree programs, the Associate of Arts (A.A.) and Associate of Science (A.S.), and various student support services to provide the essentials needed for our student’s success.

**ACADEMIC DEGREE PROGRAMS**

Wentworth College offers the Associate of Arts (A.A.), Associate of Science (A.S.), A.S. Business Management, A.S. Paralegal Studies, and A.S. Homeland Security. These degree offerings are standard for a two-year institution and they also serve the more specific needs of the U.S. Armed Forces and the rural Missouri communities that constitute the institution’s two primary student constituencies.

**STUDENT SERVICES**

**ACADEMIC ADVISING & STUDENT SERVICES**

The Academic Advising Staff and Student Services Coordinator are primarily responsible for all of the academic advising activities for WMAC college students. The Academic Advising Staff are the first point of contact for all incoming college students. The Academic Advisor, overseen
by the Academic Dean, serves as “the go-to person” for student support, clarification, and information regarding degree progress and academic goal attainment. Additional services include an individualized approach on academic advisement for associate degrees and follow-on universities at which the student may pursue a bachelor’s degree. Course selection, initial registration counseling, and textbook ordering and information are also provided.

In addition to its more general services, this office also works directly with PHI THETA KAPPA to organize and supervise a peer-led tutoring program as well as providing support to the Faculty Advising Program. The Faculty Advising Program is designed to provide proactive and continuing academic support for students identified as academically at-risk. This program was formally instituted in the spring of 2014 and contributed significantly to student academic success during that term. In AY 2014-2015, the Faculty Advising Program has been expanded and more fully conceptualized to better identify and serve at-risk students. Academic Advising supports the WMAC mission by helping students achieve academic success by providing students multiple levels of accountability and opportunities to develop self-discipline and moral character.

FINANCIAL AID OFFICE

The primary duties of the Financial Aid Office are to process federal financial aid, process internal and external scholarships, certify veterans to receive their benefits, and certify enrollment for vocational rehabilitation purposes and Workforce Investment Act funding. The financial aid counselors also provide ongoing communication with students concerning any issues with their Free Application for Federal Student Aid. The office packages student aid and explains the different types of aid for which students are eligible. The Financial Aid Office directly supports the WMAC mission by helping students understand the financial aid available to them so that they can pursue their academic goals as well as develop financial self-discipline by counseling them on the wise use of financial aid and the management of student debt.

OFFICE OF THE REGISTRAR

The Office of the Registrar is one of the most multi-faceted departments of the institution, providing direct support to every student who is registered for a class at any location, in any modality, as well as to all of the faculty who interact with those students. This office oversees transcript services, coordinates with the Financial Aid Office, provides data to Institutional Research and Advising, verifies registration and graduation, and supports the privacy of and access to confidential student records. It is the Office of the Registrar that, under the oversight of the Academic Dean, develops the course schedule for each semester, and schedules the rooms for all of the respective classes.
The Dual Credit\Dual Enrollment Program at WMAC operates both secondary school-based and Lexington campus-based programs. The primary purposes for conducting a Dual Credit program are two-fold: 1) Provide qualified students the opportunity to accelerate their post-secondary education by taking general education courses prior to graduating from high school, and 2) To be a recruitment tool for students to transition from the Dual Credit program to becoming full-time, degree seeking students at WMAC. The Director of Dual Enrollment oversees, coordinates, and facilitates all aspects of dual-enrollment operations, including site management, instructor training, advising, ensuring course rigor, syllabus verification, assessment, registration, and promotion.

The primary focus of structural changes in the Dual Credit\Enrollment (DC/DE) program at WMAC for the last three years has been academic oversight and academic rigor. Beginning in 2011, it was determined that the first step to increasing academic oversight was to tailor the size of the program. The program reduced in size from forty high schools in AY 2011/2012 to just twenty-six in the AY 2014/2015 school years. The remaining participants include twenty-two high school-based programs, two Lexington campus-based programs (Lexington and Higginsville), and two dual-based programs (Wellington-Napoleon and WMAC).

Wentworth has taken additional steps to respond to guidance from the Missouri Department of Higher Education (MDHE). In particular emphasis has been placed on three areas:

1) Increasing the number of Dual Credit Instructors with at least a Master’s Degree.
2) Increasing professional development for Dual Credit Instructors.
3) Providing additional services to Dual Credit students (more nearly equivalent to services available to on-campus college students)

WMAC has also reviewed its Dual Credit program to assure the guidance published by the Higher Learning Commission (HLC) in January 2014 is being met. To these ends, the following actions have been accomplished, or are ongoing:

1) The standardization of Master Syllabi was completed (2011).
2) Final Exam inserts were implemented to assess the achievement of course objectives stated in the Master Syllabi (2012).
3) Admissions and course management processes were automated and made available online (2012).
4) Instructor transcripts are reviewed and standards have been revised to determine qualifications for college-level and area content instruction (2013).
5) The Dual Credit Coordinator and the Academic Dean approved a policy document pertaining to the Dual Enrollment/Dual Credit Program to improve transparency and consistency on the overall operation of the program (2013/14).

DISTANCE LEARNING DEPARTMENT

The Director of Distance Learning oversees the online program and the operations at WMAC’s three remote sites. Staff in this department helps students enroll in their courses, communicates policies and procedures to students, and provides academic counseling. The WMAC Site Coordinators meet with each student at their respective sites, advising them on the courses they should take in pursuit of completing their degree. The Site Coordinators also help resolve student issues with financial aid, scheduling, transfer credits, and ordering and receiving textbooks. The Director of Distance Learning manually enrolls any students taking online classes into the school’s Learning Management System (LMS), currently Moodlerooms. The Director also emails students to inform them on access to their online class, and other important information. The Director also provides Help Desk Support for students, and helps resolve technical issues that are commonly associated with online learning. The Distance Learning Department staff support the WMAC mission by enabling students either at the sites or online to achieve academic success. Distance-learning does not include face-to-face time with an instructor and so the Office of Distance Learning promotes student accountability by helping students develop study habits based on self-discipline and personal motivation.

ATHLETIC DEPARTMENT

The Athletic Department is responsible for the recruitment, awarding of scholarships, oversight of academic progress and academic eligibility, and physical training of the athletes participating in WMAC’s inter-collegiate sports. The Department is also responsible for scheduling all practices and competitions and for the maintenance and scheduling of athletic facilities on campus. Coaches provide guidance, mentorship, oversight, and training for their athletes, and assist them with potential recruitment to follow-on four year colleges. The Athletic Department is a primary supporter of WMAC’s mission. Coaches guide athletes to develop their physical skills, monitor physical and mental well-being, and maintain their self-discipline. Coaches teach good sportsmanship and fair play (moral character) as well as encouraging a competitive desire to win, while teaching and demonstrating leadership skills. Athletes often get the opportunity to be leaders on the court or field with their teams. As a critical part of the advising structure of the Wentworth Faculty Advising Program, coaches provide an integral connection to athletes who are struggling academically.
Approximately half of the college cadets (Wentworth’s boarding students) participate in SROTC. The SROTC Department follows a professional program developed by the U.S. Army to teach character development based on the core Army values (which closely resemble those put forward in WMAC’s Core Values) and leadership skills. The SROTC cadets not only elect to serve in the U.S. Army, but to do so as officers in positions of responsibility and command. Cadets in this program participate in rigorous training events designed to build their personal physical stamina and mental discipline. This program requires cadets to participate in hypothetical military situations to teach them leadership and self-discipline skills, while engaging them in ethical speculation about their decisions. Cadets also receive numerous opportunities to perform duties in leadership positions during training exercises, as well as through various other external SROTC sponsored exercises and events. The SROTC program supports each element of the WMAC mission through a dedication to its own classroom coursework, hands-on training, and mentoring provided by the SROTC staff.

**INSTITUTIONAL RESOURCES**

**HUMAN RESOURCES**

The primary function of Human Resources at WMAC is to staff all positions with the most qualified and experienced personnel possible. This ensures the highest quality of education by the faculty and exceptional service and support by staff to the students. Wentworth’s Human Resources recognizes the need for upholding Mission-based standards in hiring for any and all positions, as every position at Wentworth, whether faculty, staff, or administrative contributes either to the curricular or co-curricular environment which directly effects the accomplishment of its Mission goals.

**INSTITUTIONAL RESEARCH (IR):**

The Office of Institutional Research is tasked with collecting quantitative and qualitative data from varied sources to establish correlations in and predictive models for Institutional, Staff, and Student learning outcomes. The purpose of these studies is to inform faculty, staff, and administrators at all levels of trends that are useful in making or supporting decisions in the governance and mission attainment of Wentworth Military Academy and College.

IR supports college students and the WMAC mission by identifying trends that directly and indirectly affects student academic success (such as predictive models of student success, course success rates, student retention and graduation factors), as well as in monitoring the health of the overall learning environments that make up the interfaces for all of Wentworth’s students.
MAINTENANCE SUPPORT SERVICES: NATIONAL MANAGEMENT RESOURCE CORP.

The National Maintenance Resources Corporation is contracted by WMAC to operate all aspects of physical maintenance, grounds maintenance, and housekeeping support. Their primary duties are to maintain a well-working, safe, clean, sanitary, and pleasantly appearing environment in all buildings and grounds areas of the campus. In addition, National Maintenance provides preventative maintenance, general repairs, and the outsourcing of major repairs. All grounds maintenance such as lawn care, trees, shrubs, walkways, and snow removal are also done by National Maintenance. The housekeeping department is responsible for the cleaning and sanitation of all common areas in each building as well as assisting in the creation and maintenance of a pleasant and functioning learning environment. National Maintenance provides daily support for WMAC students by creating a physical space in which they are able to live, study, and enjoy their experience as a Wentworth student.

AMERISERVE

As a long-term contracted partner of WMAC, Ameriserve orders and prepares all of the institution’s freshly-prepared foods, maintains the physical facilities that support the operation of the Dining Facility, is responsible for the cleanliness, sanitation, and safety of the food, surfaces, and equipment, as well as staffing the Dining Facility itself. Ameriserve serves three meals each day to all of Wentworth’s boarding cadets, its faculty, staff, and administration, as well as any commuting students that elect to dine in the Dining Facility. Ameriserve directly supports the WMAC Mission through the physical well-being of all Wentworth’s constituencies.

MARKETING AND MEDIA RELATIONS DEPARTMENTS

The Media Relations Department and the Enrollment Management Department are responsible for marketing and public relations at WMAC. Both departments are tasked with the institution’s public representation and the communication of information to represent the College to the public and community at-large. These departments develop the messages and themes that are publicized in strategic locations to continue to develop awareness of WMAC, its mission, its activities, and its students. In AY 14-15, several new marketing materials and view books have been produced and distributed. Advertisements have also been focused in publications available to commercial airline travelers and fans of professional sports. These efforts support the WMAC mission by building enrollment and by strengthening relationships with local communities, other support groups and interested constituencies.

The primary responsibility of the Media Relations Department is to act as a liaison between the school and various media sources, including but not limited to radio, television, newspaper, and
all on-line media outlets. The department coordinates all press releases and provides photographers for documenting school related functions. They also manage the College’s social media presence, via Facebook, Twitter, Instagram, the Red Dragon blog, and other sites. This department directly promotes the Mission goals by ensuring that all of Wentworth’s operations and activities that support and develop the Mission are publicized to those constituencies that will either make up the College’s future student population, the communities that will employ its graduates, and those supporters that contribute resources dedicated to furthering the College’s success. It directly promotes the activities and accomplishments of its students, whether academic, athletic, or in roles of leadership within the college and surrounding community. This office is also responsible for the ethical management of the portrayal of the College, its students, the faculty, staff, and administration.

The Enrollment Management Department is primarily responsible for the marketing of WMAC. This department develops pamphlets, brochures, and other advertisements to help promote the institution, as well as selecting target areas for the distribution of those materials. This information helps potential students gain a better understanding of the WMAC Mission, its Core Values, the role of learning outcomes in the degree programs along with providing prospective students with information on student support services.

INFORMATION TECHNOLOGY DEPARTMENT (IT)

The Information Technology Department is comprised of two distinct but closely related services; Database Management and Network Administration. Both services are integral to the support and success of the College, and together they are responsible for servicing all the hardware on campus, licensing all the software, general troubleshooting, and the training of faculty in new technical initiatives. They are also in charge of internal and external network security, wireless service, internet access. The IT Department also directly supports the faculty and staff by providing the appropriate access to services and networks.

Database Management supports Institutional Research, the Office of the Registrar, and Student Services with the storage, manipulation, and analysis of the institution’s databases. This department is also in charge of the institution’s on-site servers, website development and maintenance.

The Network Administrator oversees the traffic, security, and functionality of all College networks, including the wireless service, internet services, monitoring bandwidth usage, academic research networks, educational network support services, as well as ensuring the network’s general security, individual user security, and the ethical use of the institution’s technical resources by any and all of its constituents.
As the general landscape of higher education has become more and more integrated with and reliant upon information technologies, it is no surprise that IT is a key cornerstone of Mission support within WMAC. From supporting its students’ academic success directly in almost every course, department, and degree, to providing the tools that the institutions faculty, staff, and administration need to deliver the education, services, and environment that Wentworth’s students are entitled to expect. IT is indispensable to Wentworth’s academic success. It is also a staunch partner in the development of self-discipline and moral character of the services’ users.

1.A.3.
THE INSTITUTION’S PLANNING AND BUDGETING PRIORITIES ALIGN WITH AND SUPPORT THE MISSION.

(This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

1.B.
THE MISSION IS ARTICULATED PUBLICLY.

The Mission Statement is articulated prominently and publicly in a variety of places, including: the Wentworth Military Academy and College website, the Student Handbook and College Catalog, physical displays in common areas campus-wide, and in every instructional classroom.

1.B.1.
THE INSTITUTION CLEARLY ARTICULATES ITS MISSION THROUGH ONE OR MORE PUBLIC DOCUMENTS, SUCH AS STATEMENTS OF PURPOSE, VISION, VALUES, GOALS, PLANS, OR INSTITUTIONAL PRIORITIES.

WMAC’s three primary guiding documents are its Mission, its Core Values, and its stated Learning Outcomes. These documents articulate the institution’s identity and purpose, the values that are integral to achieving that purpose, and how these institutional values and purpose translate into expectations for each individual student in terms of what they should achieve and what skills they should acquire during their education at WMAC.

The WMAC Mission Statement declares that the institution’s core purpose is in creating and providing the environment to fully realize each student’s Physical Well Being, Academic success, Leadership skills, Moral Character, and Self-Discipline (PALMS). WMAC believes that PALMS are the characteristics crucial to the success of all of its students, whether they are destined for a career in the United States’ Armed Forces, or in any other private or public educational institutions, industries and marketplaces.
WMAC’s Core Values build upon its primary Mission, articulating the values each student should have and use to guide their conduct in the pursuit of developing their PALMS. The Core Values: Teamwork, Honor, Integrity, Respect, and Duty (THIRD), are purposefully resonant with and reminiscent of the United States Army’s Core Values: Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage. However, despite those similarities, WMAC’s values are ultimately its own. As with the essential elements of its Mission, the Core Values apply not only to WMAC military cadets but to each and every student who enters the institution. Indeed, the Core Values are essential to the success of all WMAC students and significantly contribute to the development of compassionate, responsible, productive and socially well-adjusted citizens.

WMAC’s designated Learning Outcomes constitute the most specific and tangible of its public statements about what its students can expect to learn while enrolled in the institution. The four primary Learning Outcomes – Communicating, Higher-Order Thinking, Valuing, and Managing Information – represent the skills all students must acquire through their educational process in order to not only be successful at their chosen career, but also to become engaged, informed, and ethical members of their community. The Learning Outcomes reflect the Mission Statement and Core Values by learning to think critically (Higher-Order Thinking) about what they most value in life (Valuing), while engaging in a clear, meaningful discourse about those values (Communicating), and successfully navigating the sea of facts, opinions, and narratives about their world (Managing Information). Through the intersection and integration of the Mission Statement, Core Values and Learning Outcomes, WMAC believes its students will be fully successful in whatever personal and professional path they choose.

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1.B.2.

THE MISSION DOCUMENT OR DOCUMENTS ARE CURRENT AND EXPLAIN THE EXTENT OF THE INSTITUTION’S EMPHASIS ON THE VARIOUS ASPECTS OF ITS MISSION, SUCH AS INSTRUCTION, SCHOLARSHIP, RESEARCH, APPLICATION OF RESEARCH, CREATIVE WORKS, CLINICAL SERVICE, PUBLIC SERVICE, ECONOMIC DEVELOPMENT, AND RELIGIOUS OR CULTURAL PURPOSE.

In 2011, the WMAC Board of Trustees and Executive Committee adopted the current Mission Statement. The core values and principles of the Mission Statement are rooted in the institution’s history and traditions. Nevertheless, the College seeks to stay up-to-date on the changing educational, social, and economic landscapes that shape student expectations. Recent transitions in the U.S. Armed forces, rapid technology advances, and an ever-changing economic environment challenge WMAC and its mission to remain flexible and open to positive change while maintaining the core values and tradition-based principles that are foundational to the institution. To that end, the institution’s public identity documents (Mission Statement, Core Values, and Learning Outcomes), have an underlying emphasis on providing an instructional
environment that helps shape WMAC students for public service in the armed forces or various other workplaces and communities.

From an instructional standpoint, the WMAC Mission Statement emphasizes Academic Success, the broadest cornerstone of all its institutional instructional goals; and Self-Discipline, which is an often over-looked characteristic of successful students that translates into a pattern of behavior that is useful in every walk of life, particularly in public service. The Mission Statement also emphasizes Physical Well Being, without which students cannot be active in any aspect of public service; Leadership, which is necessary in any capacity of service; and Moral Character, which provides the basis for ethical social interchanges and interactions.

At WMAC, the Core Values are an integral part of student endeavors in their individually determined form of public service. Ultimately, public service is inherently social (Teamwork), and only occurs if those in public service recognize their Duty to their various communities. Honor and Integrity are the necessary principles for ethical guidance in public service, and service can only be effectively rendered if it is executed with Respect towards those to whom it is delivered.

The Learning Outcomes are the most important and clearly articulated bridge between classroom instruction, student learning and public service. All WMAC students are required to be instructed and assessed in Communicating, Higher-Order Thinking, Valuing, and Managing Information. The Learning Outcomes are the core of WMAC’s instructional identity, as well as its clearest statement of what it believes is central to academic success. Like the Core Values, WMAC students carry these competencies forward with them into whatever form their public service takes.

1.B.3.

THE MISSION DOCUMENT OR DOCUMENTS IDENTIFY THE NATURE, SCOPE, AND INTENDED CONSTITUENTS OF THE HIGHER EDUCATION PROGRAMS AND SERVICES THE INSTITUTION PROVIDES.

The Mission Statement and Core Values identify the broad nature, scope, and intended constituents of the programs offered at WMAC. WMAC is a two-year college that prepares any and all potential students both for additional college education at a four-year or graduate university and/or the workplace. WMAC’s primary constituents are the local rural communities of Missouri and the United States Armed Forces. Objective 1.4 of the Strategic Plan specifies the programs WMAC currently offers and those it is seeking to offer in the near future. These programs would make WMAC a regional leader in meeting a growing local demand and in the armed forces in fields such as Homeland Security, emergency response, and nursing.
THE INSTITUTION UNDERSTANDS THE RELATIONSHIP BETWEEN ITS MISSION AND THE DIVERSITY OF SOCIETY.

WMAC defines diversity as the composite of individual characteristics that includes personal life experiences, geographic background, socioeconomic background, cultural knowledge, educational background, work background, physical abilities, philosophical/spiritual perspectives, age, race, ethnicity, sexual orientation and gender. WMAC welcomes and supports diversity, and is convinced that diversity significantly enhances the quality of higher education. The diversity of its student body, faculty, and staff is among the institution’s greatest strengths. Decisions related to admission, financial aid, academic progress, retention, student services, athletics, or disciplinary action will be made without regard to religion, race, ethnicity, or gender. WMAC promotes an environment of mutual respect that embraces inclusiveness and the diverse contributions of all students, faculty and staff. WMAC is committed to preparing its graduates to serve as leaders in organizations composed of people from increasingly diverse backgrounds and experiences.

Wentworth Military Academy and College is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Our human capital is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only our culture, but our reputation and Wentworth’s achievement as well. We embrace and encourage our employees’ differences, in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socioeconomic status, veteran status, and other characteristics that make our employees unique.

Wentworth’s diversity initiatives are applicable – but not limited – to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions and transfers; social and recreational programs; layoffs; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

1) Respectful communication and cooperation between all employees.
2) Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
3) Work/life balance through flexible work schedules to accommodate employees’ varying needs.
4) Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.
1.C.1.

THE INSTITUTION ADDRESSES ITS ROLE IN A MULTICULTURAL SOCIETY.

WMAC prides itself on being a culturally diverse institution. The College serves two distinct student constituencies; the local, rural communities of Lafayette County and other nearby Missouri counties and at the national-level the SROTC Program of the United States Army and the Falcon’s Scholarship Program associated with the U.S. Air Force Academy.

A minimum goal for campus diversity would reflect the cultural diversity of an aggregate of those constituencies. However as seen in the table below, the student population at WMAC actually exceeds the diversity levels of both of these constituencies.

<table>
<thead>
<tr>
<th>Ethnic Category</th>
<th>Three Year Attendance Total</th>
<th>Three Year Attendance Percentage</th>
<th>Lafayette County 2013 Percentage</th>
<th>United States Armed Forces Officers 2011 Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>8</td>
<td>2.6</td>
<td>0.5</td>
<td>4.0</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1</td>
<td>0.3</td>
<td>0.5</td>
<td>0.6</td>
</tr>
<tr>
<td>Black/African American</td>
<td>47</td>
<td>15.4</td>
<td>2.3</td>
<td>9.5</td>
</tr>
<tr>
<td>Caucasian</td>
<td>192</td>
<td>62.7</td>
<td>94.6</td>
<td>77.0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>8</td>
<td>2.6</td>
<td>2.6</td>
<td>Not Reported</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>38</td>
<td>12.4</td>
<td>0.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>12</td>
<td>3.9</td>
<td>2.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

*taken from Militaryonesource.mil and their 2011 demographic report on the United States Military

WMAC also recognizes that diversity encompasses more than just ethnicity, and is proud to have been at the forefront of an increased role for women in the armed forces by admitting female cadets in 1994. Since 1994, the College’s female population has grown steadily and during the last three years has constituted 39.3% of the cadet population. While that number is below national and local community college averages, it is well above the 15.9% of active duty female officers in the United States Armed Forces*.
WMAC’s policy towards students with disabilities is published in *The Student Handbook and College Catalog*. All students who require or desire special accommodation of any kind due to a disability are invited to meet with the Academic Dean to discuss their particular needs.

1.C.2.

**THE INSTITUTION’S PROCESSES AND ACTIVITIES REFLECT ATTENTION TO HUMAN DIVERSITY AS APPROPRIATE WITHIN ITS MISSION AND FOR THE CONSTITUENCIES IT SERVES.**

The Mission Statement, Core Values, and Learning Outcomes all reflect the College’s dedication to processes and activities that reflect a respect for and attention to diversity. Three of the Core Values – Honor, Integrity, and Respect – are guidelines for ethical behavior that are aimed at interactions between people of any and all cultures. The Student Learning Outcome “Valuing,” specifically addresses recognizing and respecting the values of one’s own culture as well as that of others. Another example of the institution’s dedication to the practical application of diversity recognition occurs in the Human Resources Department. All hiring processes and any and all employee-related processes impacting WMAC faculty and staff must meet Equal Opportunity Employer standards as well as those put forward by Affirmative Action.

1.D.

**THE INSTITUTION’S MISSION DEMONSTRATES COMMITMENT TO THE PUBLIC GOOD.**

As one of five military junior colleges in the United States, WMAC has served the national good since 1923. The Mission Statement, Core Values, Student Learning Outcomes, and Strategic Plan are all public documents that were developed with the participation and input of the various public constituencies served by the institution. WMAC is dedicated to the conviction that the nature of the values put forward in these documents, the constituents therein identified, the institution’s history as both a military junior college and a community college, all plainly demonstrate WMAC’s commitment to the public good.

1.D.1.

**ACTIONS AND DECISIONS REFLECT AN UNDERSTANDING THAT IN ITS EDUCATIONAL ROLE THE INSTITUTION SERVES THE PUBLIC, NOT SOLELY THE INSTITUTION, AND THUS ENTAILS A PUBLIC OBLIGATION.**

The institution’s fulfilment of its public obligation is evident in its relationship with the United States Army, specifically as an educator of U.S. Army Officers. This role is reflected in the educational curriculum and academic programs available through the ECP and 2+2 programs, which place the College’s graduates into either a) immediate service into the United States Army as a commissioned 2nd Lieutenant upon graduation (ECP), or b) into a four-year university, at
which the graduate will acquire a bachelor’s degree before commissioning as a 2\textsuperscript{nd} Lieutenant (2+2). These programs serve the national public good and demonstrate a historically established sense of public obligation through service to the armed forces.

In addition to its relationship with the armed forces, there are a large number of education-based interactions between WMAC and local and regional communities which are more fully explained in 1.D.3.


\textbf{THE INSTITUTION’S EDUCATIONAL RESPONSIBILITIES TAKE PRIMACY OVER OTHER PURPOSES, SUCH AS GENERATING FINANCIAL RETURNS FOR INVESTORS, CONTRIBUTING TO A RELATED OR PARENT ORGANIZATION, OR SUPPORTING EXTERNAL INTERESTS.}

WMAC’s educational responsibilities take primacy owing to the fact that we do not have investors, a related or parent organization, or supporting external interests.

1.D.3.

\textbf{THE INSTITUTION ENGAGES WITH ITS IDENTIFIED EXTERNAL CONSTITUENCIES AND COMMUNITIES OF INTEREST AND RESPONDS TO THEIR NEEDS AS ITS MISSION AND CAPACITY ALLOW.}

WMAC has identified three primary external constituencies: local secondary schools and higher education institutions, the United States Army, and the City of Lexington and Lafayette County, Missouri.

\textit{LOCAL HIGH SCHOOLS AND INSTITUTIONS OF HIGHER EDUCATION}

WMAC seeks to fulfill its mission “to provide the environment and resources necessary for its students to develop their potential in academics” by providing local high school students with the opportunity to earn college credit. WMAC also supports local and regional high schools by offering a Dual Enrollment Program for twenty-six different high schools across the state of Missouri. Two of these high schools allow their students to attend classes on the WMAC campus in Lexington MO. In an effort to develop their “potential in …athletics,” local and regional high school students are regularly awarded athletic scholarships to WMAC and constitute a significant part of the College athletic program.

The responsibility for facilitating student transfers to 4-year colleges and universities led to the formation of relationships with the University of Central Missouri, Missouri Valley College, and Central Methodist College. The high number of Missouri resident and non-resident students transferring from WMAC to these local institutions made it self-evident that an essential resource for our students was an effective transfer opportunity with local institutions.
Another unique collaborative program on the WMAC campus is the campus extension of Park University. Wentworth students can continue their education, and earn a bachelor’s degree through Park University at Park’s Wentworth Campus Center. WMAC has entered into articulation agreements with Lex La-Ray Technical Center and the Lamar Area Vo-Tech Center to offer an Associate of Science Degree in a specific technology field.

Through its satellite campuses, the College has developed strong collaborative relationships with a number of other regional communities. Satellite campuses are located in Cameron, Missouri, Hermitage, Missouri, and Lamar, Missouri. Positive and productive relationships have developed with community leaders, local businesses, and other regional academic institutions. Each site has a campus coordinator that is the point of contact for the community.

**SROTC**

WMAC’s most prominent external constituency is the United States Army Cadet Command. In providing an A.A. or A.S. Degree to future U.S. Army Officers, the College serves the national interest and responds to the needs of both National Guard units across the United States or the active duty United States Army. WMAC provides the opportunity for recent high school graduates and prior-service men and women from across the United States, Puerto Rico and American Samoa to earn their first college degree. Wentworth collaborates closely with the U.S. Army ROTC Program to offer students a 2-Year Early Commissioning Program (ECP) and a “2+2” Commissioning Program. The ECP allows qualified cadets to earn their commission in two years and serve in the National Guard or Army Reserve while completing their degree. The 2+2 program is a four-year ROTC scholarship broken into two separate parts. Students attend their first two years at WMAC, where they will earn an Associates Degree and complete Military Science Level 1 and 2. Many WMAC graduates then transfer to Missouri Valley College or the University of Central Missouri to complete their 4-year degree and Military Science Level 3 and 4, culminating in a commission as a 2nd Lieutenant.

WMAC’s Mission Statement and Core Values reflect a deeply entrenched military culture and value system and a long-standing relationship with the United States Armed Forces and the SROTC Program in particular. The mission to instill “leadership, physical well-being, moral character, and self-discipline” is central to the Wentworth educational experience and provides a foundation for a successful career in the military.

WMAC also serves a national-level constituency as one of five selected colleges in the United States to offer the United State Air Force Falcon Program. In order to fully support the academic goals of the Falcon cadets, Wentworth has implemented numerous academic and curricular support measures to facilitate their success. For multiple consecutive years, Wentworth Falcons
have met the U.S. Air Force requirements for acceptance to the Air Force Academy. Since 2009, Col. Tim Casey, Academic Dean has served as the Falcon sponsor.

**LOCAL AND REGIONAL OUTREACH**

WMAC strives to be an active participant in the communities of which it is a part, most notably the city of Lexington and Lafayette County. To that end, the institution engages with the community through the use of its physical infrastructure, its staff, and its students in order to create, promote, and host a variety of events oriented at informing and entertaining the public beyond its walls. Some of the many examples of these types of events include:

- Cadets volunteering for community service at local community-hosted events.
- The WMAC President is a member of numerous local organizations.
- Homecoming activities (5k, festival, golf tournament) geared towards local community.
- Athletics provides Dragon Wagon (food service) at the Lexington Community Fair.
- WMAC provides volunteer opportunities on campus for local high school students.
- Cadets participate in the Annual Lexington Christmas Parade.
- The Cadet Corps marches in the annual American Royal parade in Kansas City, MO.
- The WMAC Band participates in numerous community parades throughout the region.
- The WMAC JROTC Color Guard presents at many local clubs/events.
- Wentworth hosts the Lafayette County wrestling tournament.
- Local high schools use WMAC facilities for summer camps.
- WMAC offers Camp Lead.
- The High School Honor Society is actively involved at the state officer level.
- WMAC Cadets provide TAPS at funerals.
- Local organizations use WMAC facilities for meetings and events.

**STRENGTHS**

High degree of collaboration from internal constituencies in generating Mission and supporting documents.

The collection of Mission documents creates a clear identity that is ethically and academically sound.

There is a high level of coordination and demonstrable dedication to achieving Mission goals between the various departments that contribute to the college’s operations.

For the constituents it serves, Wentworth is culturally diverse.
The college has a long history of serving the public good, both through its connection with the United States military, as well as through a variety of engagements with the surrounding local communities.

**CHALLENGES**

1. WMAC is developing policies and procedures officially describing and ensuring the collaborative processes that generate the Mission.

2. The current Strategic Plan is being reviewed and revised to assure a high degree of integration with the current Mission-based operations that are in place and planned.
CRITERION TWO: INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

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

Since its founding, WMAC has embodied the ethos of military honor and integrity. Today, the College continues to embrace these values and seeks relevant and meaningful ways to instill its cadet and commuter student constituencies with the highest standards of ethical conduct, especially as those standards directly align with and flow from the Mission (PALMS), the Core Values (THIRD), and the college’s Student Learning Outcomes. The long military tradition upon which those foundational values are based provides the foundation for a moral philosophy that impacts every aspect of institutional life, from the students to the faculty, staff, and administration. While this culture of integrity and honor is historically based, it remains inherent to the institution and is clearly articulated in the Cadet Rules and Regulations and in the Student Handbook and College Catalog. The day-to-day operations of WMAC are based upon the same standards of ethical behavior, transparency, fairness, and honesty that are instilled in our students.

CORE COMPONENTS

2.A.

THE INSTITUTION OPERATES WITH INTEGRITY IN ITS FINANCIAL, ACADEMIC, PERSONNEL, AND AUXILIARY FUNCTIONS; IT ESTABLISHES AND Follows FAIR AND ETHICAL POLICIES AND PROCESSES FOR ITS GOVERNING BOARD, ADMINISTRATION, FACULTY, AND STAFF.

WMAC functions with the highest standards of integrity and ethical practices in every aspect of its operation. The relatively small size of the institution has resulted in a daily work environment that is shaped by a mutually-shared responsibility for campus-wide ethical standards. The traditional nature of the institution’s culture and environment provides a level of continuity that reinforces the deeply held value of honor in all aspects of campus life.

FINANCES

The fiscal operations of WMAC are conducted with the highest possible ethical standards. Transparency, integrity, and dedication to the preservation and improvement of the institution throughout the decision-making and allocation process are the primary objective in all financial functions. An annually held meeting between the Chief Financial Officer and the Executive Committee is conducted to initiate the budgeting process for each year. The Executive Committee is the decision-making body and consists of the cost center managers: the Vice
President for Operations, the Vice President for Enrollment Management, the Vice President for Development, and the Vice President for Academic Affairs, the Academic Dean, the Commandant, and the Athletic Director. The Strategic Organizational Alignment of Resources Budget process (S.O.A.R.) involves all of Wentworth’s internal constituencies and, in order to ensure transparency, requires each department to interpret the institution’s overall mission and translate their conclusions into specific departmental objectives.

These procedural policies are direct outcomes of the 2009 Higher Learning Commission Comprehensive Visit. During this visit, numerous issues were highlighted by the Evaluation Team pertaining to finance, decision-making processes, faculty/staff input, and overall transparency regarding financial operations. Specifically, the Evaluation Team made the following observations and recommendations:

- Faculty, department heads, and most administrators were not active participants in the planning and budgeting processes which reflected a lack of institutional transparency.
- The institution must create clear linkages between planning and budgeting, improve internal communications to include communication with the faculty of satellite campuses (extension sites), and establish processes for the collection and distribution of data for planning and decision making campus-wide.

The 2009 Evaluation Team recommended a Focus Visit specifically to address financial issues, and recommended that the Focus Visit Team should particularly look for the following:

a. Evidence of a budget driven by a strategic plan.
b. Evidence of a broader input into the development of the strategic plan and budget.
c. Evidence of departmental or other cost center documents for operational budgets for planning as well as monitoring expenses during the budget year.
d. Evidence of timely audits.

In 2012, the Focus Visit was conducted to revisit these issues and the Evaluation Team made the following conclusion:

a. WMAC began its strategic planning process in fall 2010. In addition to the President and Senior Staff, participants in the planning process included all faculty and staff and the Board of Trustees. Since approval of the plan by the Board of Trustees in November 2011, it has become part of the permanent agenda for weekly senior staff meetings and monthly faculty and staff luncheons, where progress on meeting the goals of the plan is monitored and discussed.

b. Wentworth’s budgeting process is now driven in large part by the institution’s Strategic Plan. At the beginning of the budget process, the CFO meets with each department head and is provided with a proposed budget and an explanation of how the proposed budget
supports the strategic plan. Each budget request is then evaluated by the President and CFO in light of other budget requests and anticipated revenues. Once the final departmental budgets are established and the fiscal year begins, the CFO holds monthly meetings with the Senior Staff to assess the status of each budget in light of year-to-date expenditures.

c. WMAC consistently has used departmental budget details for planning in recent years. Budget documents are prepared by Miller Management Systems, LLC and demonstrate comparison budget trends for four years of actual results plus the prior year’s budget. These budget documents show summary level budget detail and also account level detail for each of the 22 cost centers.

d. Evidence demonstrates that the CFO holds monthly budget meetings with each of the college’s budget managers. During these monthly meetings, the CFO and managers review the overall WMAC budget performance for the most recent month and year-to-date. They also spend a significant portion of the meeting reviewing each individual cost center budget performance.

e. The Senior Staff held a consensus that the current CFO was particularly transparent and straightforward at their monthly meetings. Several staff expressed appreciation for these detailed cost center budget reports, as they felt this information was sorely missing before 2010.

f. As was discovered during the February 2009 comprehensive visit, WMAC has a history of significantly slow or late financial audit reports. After the 2009 visit, the institution overhauled its accounting practices and contracted with Miller Management Systems, LLC for accounting work.

g. WMAC established a debt management strategy as part of its financial recovery plan. A key component of this strategy was the consolidation of multiple high interest rate loans into one larger, fixed rate loan. This strategy allowed for funding of much needed capital improvement projects, while also stabilizing the debt service level. Annual debt service costs were stabilized and lowered slightly. A formal debt management policy has been created and approved by the Board of Trustees.

The Evaluation Team also noted that a new Vice President for Institutional Advancement was hired in late 2011 and a new Director of Admissions was hired shortly thereafter, in early 2012. Both of these individuals appear to be experienced and knowledgeable professionals capable of making significant contributions to the institution’s financial recovery.

Finally, the HLC Evaluation Team stated that WMAC had sufficiently demonstrated the use of collaborative planning and budgeting processes, the rectification of poor management practices, and the stabilization of its finances. In essence, since 2009 WMAC had achieved the necessary steps to meet the Higher Learning Commission’s expectations for adequate progress in the areas of focus.
**ACADEMIC**

WMAC is dedicated to maintaining fair and ethical practices with regard to the institution’s academic operations. The relatively small size of the institution creates an environment based on frequent and impactful interpersonal interactions between the faculty, staff and students. A strong sense of purpose, fairness, and integrity characterizes the approach that is embraced by the faculty and staff towards students and other personnel. Direct and meaningful interaction at the classroom level—an integral part of the WMAC academic experience—and across campus allows the Faculty and Staff to address issues such as academic performance, athletic eligibility, and oftentimes personal issues that may impact student success.

Key policies regarding a student’s right to protest final grades assigned in courses, assignment to academic probation and/or suspension, and other general grievances can be found in the *Student Handbook and College Catalog*, under the “Complaints/Grievance Policy.” The Academic Dean is the recipient of all complaints and grievances, unless the nature of the complaint takes it to the Inspector General, who serves all WMAC constituencies where discretion and anonymity are necessary in resolving issues.

Key measures of academic accountability and ethical practices include a Master Syllabus provided electronically for every course offered that links each course with the college’s Student Learning Outcomes, a syllabus template that mandates the inclusion of policies on grading, Academic Dishonesty, attendance, device usage, and other credit bearing factors, mandatory issuance of classroom syllabi, and direct oversight of classroom practices by Department Chairs and the Academic Dean. The Academic Dean maintains copies of all course syllabi and ensures that they comply with the standards adopted by the institution for academic fairness and transparency. Instructors are encouraged to follow a schedule in which the first day of class is devoted to explaining grading policies, academic standards, course requirements, and classroom practices. The course syllabi are required to clearly state the academic grading system, course criteria and the instructor’s method for the evaluation of a student’s academic performance in a course. The required assignments must be clearly stated along with any other criteria mandated by the instructor.

Faculty evaluations are conducted yearly as are regularly held faculty meetings to assess student learning processes, as well as departmental meetings to review best-practices and current issues. Since 1923, WMAC has sought to address the academic needs of its local and regional community, as well as the needs of the nation via its relationship with the United States Army. As part of this ongoing assessment of the best ways to serve the community, the institution seeks to expand its academic offerings in the community college. WMAC is unfailingly honest and fair in its dealings with its neighbors and the community at large. The College is scrupulously
honest with regard to student orientation (e.g. describing college entrance requirements, the transfer of courses, assessment and placement, academic counseling, and instructional practices).

The privacy and integrity of WMAC students is safeguarded through rigorous compliance with federal laws. All student records are confidential and the Office of the Registrar and the Academic Dean ensure that the release of any information pertaining to WMAC students is compliant with the Family Educational Rights and Privacy Act (FERPA). The Office of the Registrar conducts a yearly briefing to all faculty and staff pertaining to the FERPA rules and regulations.

**PERSONNEL**

WMAC does not discriminate in its admissions practices, financial aid programs, employment policies, or school administered programs in any way on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, age, disability, or other factors prohibited by law. The Inspector General is directly responsible for handling possible violations. In recent years, committees have been established to support the Inspector General and provide faculty, staff and the student body with a secure process to report any allegations of improper behavior.

The Office of Human Resources is responsible for most personnel functions. Procedures to ensure fair and ethical practices are established and made available to all employees in the *Personnel Policy Manual*. Faculty and staff meetings are held regularly to provide employees with pertinent information and a forum for discussing particular issues. There is also an official “Fraud/Whistleblower Policy” that guarantees protection to any WMAC employee who brings forth allegations of wrongdoing by members of the institution or the institution itself.

Campus safety is a high priority and the institution regularly updates safety procedures, including a text notification system, as well as established procedures for active shooters and bomb threats.

**2.B.**

**THE INSTITUTION PRESENTS ITSELF CLEARLY AND COMPLETELY TO ITS STUDENTS AND TO THE PUBLIC WITH REGARD TO ITS PROGRAMS, REQUIREMENTS, FACULTY AND STAFF, COSTS TO STUDENTS, CONTROL, AND ACCREDITATION RELATIONSHIPS.**

**PROGRAMS**

The *Student Handbook and College Catalog* is the most important single source for information regarding the programs offered at WMAC. This document is made available to all students in hard-copy and is also available online via the college website. The *Student Handbook and College Catalog* contains the guidelines for admissions, registration, and academic counseling.
The *Student Handbook and College Catalog* also contains all information pertaining to degree requirements, course descriptions, and required pre-requisite information. WMAC has invested considerable resources into the college website, which serves as a largely comprehensive source for information concerning the institution and is easily accessible to the public.

**REQUIREMENTS**

The admission process at WMAC begins when an applicant completes the Admissions Form online or in-person. WMAC maintains an open admissions policy that provides access to the institution for nearly all who apply and qualify. Qualifications include any person in a WMAC-affiliated high school dual credit program, is 18 years of age or older, and has earned a high school diploma or a GED. All requirements for the admissions process are available on the WMAC website and in the *Student Handbook and College Catalog*. Specific course requirements, pre-requisites, and specific program requirements are also listed on the website and in the *Student Handbook and College Catalog*. 

**FACULTY AND STAFF**

The WMAC website includes a Faculty and Staff Directory, which provides contact information for potential and currently enrolled students. The College faculty are provided a college email address, required to hold regular posted office hours, and encouraged to make use of the WMAC online content management system, Moodlerooms, to provide students with online access to both their instructors and important course content information.

**COSTS TO STUDENTS**

The WMAC website includes information pertaining to the costs of attendance including tuition and fees, online learning, and payment options. WMAC also provides students with financial aid assistance and counseling through the Office of Financial Aid, as well as provides additional instruction on financial aid and financial responsibility in the required Student Success Strategies course.

**CONTROL**

WMAC is a private, non-profit institution registered in the state of Missouri. The Board of Trustees is charged with all responsibilities pertaining to the institution’s governance.
ACCREDITATION

WMAC has been accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools since 1930. Information about WMAC’s accreditation is available to the public via the College website, including sample evidence, the 2014 Self Study, and, eventually, the response from the HLC to that Self Study and comprehensive visit.

2.C.

THE GOVERNING BOARD OF THE INSTITUTION IS SUFFICIENTLY AUTONOMOUS TO MAKE DECISIONS IN THE BEST INTEREST OF THE INSTITUTION AND TO ASSURE ITS INTEGRITY.

The Board of Trustees is Wentworth Military Academy and College’s officially designated governing body. The Board consists of no less than seven and no more than nineteen members, with terms being served as outlined in Section 2.3 of the Corporate ByLaws, and elected in staggered terms to avoid the turnover of the whole Board at any one time, as also outlined in Section 2.3 of the ByLaws.

Section 2.9 of the ByLaws delineates the responsibilities of the Board, and Section 2.10 establishes how accountability for those responsibilities is established.

2.C.1

THE GOVERNING BOARD’S DELIBERATIONS REFLECT PRIORITIES TO PRESERVE AND ENHANCE THE INSTITUTION.

Minutes from Board meetings directly reflect that the Board is operating with awareness of the responsibilities for the Board as set forth in Section 2.9 of the ByLaws as well as the Mission goals, Core Values, and Student Learning Outcomes set forward by the College itself.

A sample from several recent meetings shows discussion of the following points which have been arranged to reflect either the institution’s enhancement or its preservation:

PRESERVATION

Enrollment – The Board reviewed an update on enrollment numbers and outlined objectives and priorities of the enrollment team.

Boarding students – The Board reviewed information about the following points, all of which were directly related to the Mission Statement and goals: 1) a safe/secure environment 2) enforcing high standards of behavior while on campus 3) developing future leaders within the cadet corps, and 4) the development of a privileges/rewards system for cadets.
Special Topics: Bullying – Creation of a Bullying task force and anti-bullying training at WMAC.

HLC Self-Study and Accreditation – reviewed in detail the upcoming visit (2/16-18, 2015) and what was needed to complete all outstanding tasks.

**ENHANCEMENT**

Financial Planning – the Board received reports on the institution’s balance sheet including A/R’s, Scholarships/Strategic budget and a new banking relationship; received most recent Integrated Postsecondary Education Data System.

Development/Advancement – reviewed current giving trends and new areas of interest pertaining to institutional development.

Facilities and Physical Infrastructure – reviewed the Johnson Controls efficiency study and proposed a new weight room; school vehicles; and the athletic facilities.

Personnel – the Board reviewed presidential succession planning; Human Resources dashboard reporting; and the revision of job descriptions for TAC officers.

Curriculum – the Board reviewed the 2014 Summer School programs.

Each of these areas of concern can be directly connected to the Mission goals, the Strategic Plan and/or the Board’s responsibilities as outlined in the ByLaws. The broad range of topics discussed demonstrates the commitment of the Board to overseeing all areas of governance of the institution for which it is responsible.

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**2.C.2**

THE GOVERNING BOARD REVIEWS AND CONSIDERS THE REASONABLE AND RELEVANT INTERESTS OF THE INSTITUTION’S INTERNAL AND EXTERNAL CONSTITUENCIES DURING ITS DECISION-MAKING DELIBERATIONS.

Section 3.1 of the Corporate ByLaws specifies that the regular meetings of the Board shall take place “at least bi-annually at the principal office” of WMAC, to allow for the highest level of transparency and access from all of Wentworth’s internal and external constituencies during those meetings. As stated above, the broad range of topics discussed by the Board reflects virtually every aspect of the institution and includes the interests of both internal and external constituencies.
CONSIDERATION OF CONSTITUENCIES

The Board of Trustees considers the input of all WMAC’s internal constituencies through a process in which the faculty and staff submit their concerns, ideas, and questions to the Board through their designated Executive Committee representative.

The Board also relies on the data and feedback collected through the processes put in place through various departments within the institution. From focus groups that meet directly with the President, to end of course and exit surveys, from assessment measurements, to initiatives raised at Strategic Planning meetings, all employee meetings, faculty meetings, the Board depends upon the internal constituencies of the College to responsibly collect, analyze, and represent the various opinions, ideas, and concerns of its internal constituencies.

WMAC is a privately operated institution, and the Board therefore considers itself accountable primarily to the following external constituencies: the regional and local communities served by the institution and the United States Armed Forces. To that end, the Board has directed and approved the central Mission documents (the Mission Statement, the Core Values, and the Student Learning Outcomes), all of which reflect its consideration of the educational needs, career aspirations, and values of those constituencies. The decisions of the Board, whether financial, academic, personnel-oriented, or when addressing special topics like bullying, are expected to represent the best interests of the College as a whole, as well as interested external constituencies.

2.C.3

THE GOVERNING BOARD PRESERVES ITS INDEPENDENCE FROM UNDUE INFLUENCE ON THE PART OF DONORS, ELECTED OFFICIALS, OWNERSHIP INTERESTS, OR OTHER EXTERNAL PARTIES WHEN SUCH INFLUENCE WOULD NOT BE IN THE BEST INTEREST OF THE INSTITUTION.

Since its inception as the governing board of WMAC, the Board of Trustees has been dedicated to remaining independent from unwarranted influences and the safeguarding of the institution’s integrity. Section 1.4 of the Corporate ByLaws outlines the restrictions which keep the Board and its operations free from any and all undue external influence. Among those restrictions, the following are the most substantial:

1.4.D.i states: No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, its trustees, officers, or other persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein.

1.4.D.ii states: No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not
participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf or in opposition to any candidate for public office.

Additionally, Section 6.6 of the ByLaws (Gifts) establishes the rules for handling of donations and preventing their influence upon the board or the institution.

2.C.4
THE GOVERNING BOARD DELEGATES DAY-TO-DAY MANAGEMENT OF THE INSTITUTION TO THE ADMINISTRATION AND EXPECTS THE FACULTY TO OVERSEE ACADEMIC MATTERS.

The Board’s deliberations are aimed at providing a Mission-level governance of the institution, which includes the designation of a President, and the creation of policies and procedures for the governance of the institution. The Board trusts the President, the members of the Executive Committee, directors of individual departments, academic faculty, and staff to execute those policies and procedures, and to manage all regular operations of the College. Section 4.5 of the Corporate ByLaws specifies the duties and responsibilities of the President, as well as his/her relationship to the Board.

2.D.
THE INSTITUTION IS COMMITTED TO FREEDOM OF EXPRESSION AND THE PURSUIT OF TRUTH IN TEACHING AND LEARNING.

WMAC is committed to the principle that respect and honor shown towards the rights, values, and perspectives of others is a foundational component of higher education. The WMAC Board of Trustees, administration, faculty and staff are dedicated to the freedom of expression as a crucial component of a learning-rich environment. WMAC places no restrictions upon what its faculty can say, do, or use in the classroom, so far as those practices can be directly linked to instruction of course material or the creation of a learning environment that supports that instruction. The WMAC Faculty is the institution’s most public representative, both to its students and to the communities it serves, and therefore has an obligation to the pursuit of truth through their instruction and as representatives of the institution’s Mission Statement, Core Values, and Student Learning Outcomes.

The WMAC Faculty is encouraged to pursue freedom of expression through a variety of modes and media in the classroom. A variety of modes and media of presentation are employed, including lectures, physical visual aids, PowerPoint presentations, on-line media like YouTube, Moodlerooms, on-line quiz programs such as Kahoot, videos, SMART boards, and digital projections of a variety of lecture formats.
Support services, including advising, financial aid counseling, and registration services are provided with the goal of delivering to students the information they need to make the most informed and effective decisions regarding their personal educational goals. Students are advised how to best meet their individual goals and are permitted to enroll in any program or course that is open to them. Students are not coerced into any particular course or program in order to meet the needs of the College. As stated earlier, the College is also fully transparent about the requirements necessary for degree progress and graduation for all of its programs.

Students are regularly afforded the ability to pursue their freedom of expression within their academic pursuits, most commonly through choosing topics and perspectives in essay papers, oral presentations, and in responding to and participating in classroom discussion. An informal survey of the WMAC Faculty revealed that students are given the freedom to choose their own topics in all levels of English composition, in literature survey courses, in public speaking courses, in a variety of history and philosophy courses, and within introductory business and accounting classes. WMAC believes that allowing students the freedom to express themselves is a crucial component of their college education, as well as wedding that freedom of expression to collegiate level research and discourse practices.

2.E.

THE INSTITUTION ENSURES THAT FACULTY, STUDENTS, AND STAFF ACQUIRE, DISCOVER, AND APPLY KNOWLEDGE RESPONSIBLY.

The Academic Dean oversees and encourages the responsible application of knowledge within the WMAC community. In addition, there is a collective sense of accountability held by the WMAC Faculty and Staff, which in turn supports a responsible academic environment.

2.E.1.

THE INSTITUTION PROVIDES EFFECTIVE OVERSIGHT AND SUPPORT SERVICES TO ENSURE THE INTEGRITY OF RESEARCH AND SCHOLARLY PRACTICE CONDUCTED BY ITS FACULTY, STAFF, AND STUDENTS.

WMAC is a two-year teaching institution and as such does not actively allocate resources to support research or scholarly endeavors. Although the faculty is free to pursue independent scholarship, which is encouraged and applauded by the Academic Dean and the Faculty, institutional support is primarily devoted to improvements in classroom methods and practices. The College does not have a formal institutional research review board or designated funding for faculty research.

In accordance with its primary mission as a teaching institution, WMAC Faculty are provided with a number of college-sponsored outlets for continued professional development, including
bi-annual workshops which provide on-going training in areas including assessment and the
application of new technologies. There is also funding for faculty and staff to attend local and
national conferences, participate in on-line webinars, and gain access to professional journals. As
a two-year college, WMAC has dedicated its resources to continually improving the quality of its
instructional programs.

2.E.2.

STUDENTS ARE OFFERED GUIDANCE IN THE ETHICAL USE OF INFORMATION RESOURCES.

WMAC’s Mission Statement, its Core Values, and its Student Learning Outcomes all include
components that emphasize the ethical use of information in an academic setting. From the
Mission’s emphasis on Academic Success and Moral Character, to the Value Statement’s
dedication to Honor and Integrity, and the Learning Outcome, Managing Information, WMAC is
dedicated to instructing its students in the highest standard of responsible academic research and
information management. To that end, the institution provides its students with direct instruction
in the use of research and information resources, particularly as it relates to producing effective
college-level academic compositions across all disciplines.

WMAC students receive guidance from multiple sources pertaining to academic dishonesty and
plagiarism particularly in relation to external research and information resources. The Student
Handbook and College Catalog includes WMAC’s formal definitions of academic dishonesty
and plagiarism, gives examples of each, and also states the possible outcomes of committing an
act of academic dishonesty. Every course syllabi is required to clearly define academic
dishonesty and plagiarism, and outline the repercussions for the individual course as well as for
the College. These stipulations follow the guidelines established in the Student Handbook and
College Catalog. Students also benefit from explicit, face-to-face instruction on how to identify
and avoid committing acts of academic dishonesty and plagiarism in both Student Success
Strategies 100 (SSS100) and English 102 (ENG102). These courses are required for all WMAC
students during their first two consecutive semesters: SSS100 must be completed in a student’s
first year, and ENG102 is most often taken in the second semester of a student’s freshman year at
WMAC. English 102 requires students to use and conform to the MLA standards of research,
and every student must produce one full length MLA-style research paper in order to pass the
course. There are additional courses which also instruct their students in the use of either MLA
or APA style formats and require formatted research papers as part of their course curriculum,
including courses in history, psychology, ethics, philosophy, logic, religion, business, and
biology. Additional guidance on what constitutes academic dishonesty and plagiarism is
provided through the Writing, Mathematics, and Science Tutoring Labs, as well as through any
member of Student Services and the Academic Dean, and through online resources such as the
Purdue On-Line Writing Lab (the Purdue O.W.L.).
Military cadets are also subject to the Cadet Honor Council, which provides peer guidance in areas of academic dishonesty and plagiarism. The Cadet Honor Council is a peer-led, peer-elected body that hears cases concerning violations of the Cadet Honor Code, particularly violations of lying, cheating, or stealing, academic or otherwise. The Cadet Honor Council is led by the Honor Council President, and all of its meetings are directly overseen by the Faculty Advisor to the Honor Council. The President and the Advisor provide guidance to both the accused student as well as the Council in general on how particular actions violate not only the Honor Code but also WMAC’s policies on academic dishonesty. Since the Cadet Honor Council is peer-led it does not have the authority determine or implement judgments pertaining to punishments for academic infractions. Violations of academic dishonesty are punished by relevant faculty members or the Academic Dean. The Cadet Honor Council exists to safeguard the Cadet Honor Code: to not lie, cheat, or steal, nor tolerate those who do. As academic dishonesty is a clear form of cheating, and can often involve lying and theft as well, the Cadet Honor Council strives to determine the intent of the action as well as whether or not a particular act of academic dishonesty constitutes a violation of the Honor Code. Under the guidance of the Faculty Advisor and the Commandant of Cadets punishment is assigned and usually involves marching, extra detail duties (cleaning, and other corps related services), and possibly writing a report on their violation. The Honor Council serves as a peer-operated entity that reinforces adherence to academic honesty, while providing additional instruction into the broader ramifications of unethical or dishonest actions.

The U.S. Army S.R.O.T.C. Department functions somewhat independently within the larger institution and instills and enforces its own rules and regulations pertaining to academic dishonesty. S.R.O.T.C. rules and regulations coincide with WMAC policies but have other repercussions related to the U.S. Army. Violations are punished within the S.R.O.T.C. department by the Professor of Military Science, including punishments that are unique to that department (expulsion from the S.R.O.T.C. program and its accompanying scholarship) with communication and guidance by the Academic Dean of the College.

2.E.3.

THE INSTITUTION HAS AND ENFORCES POLICIES ON ACADEMIC HONESTY AND INTEGRITY.

WMAC’s official policy on Academic Dishonesty is as follows:

1. WMAC’s official definition of Academic Dishonesty and Plagiarism is as follows: dishonesty in connection with any College activity, including but not limited to cheating, plagiarism, or knowingly furnishing false information to the College, as well as the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations). Moreover, to willingly and knowingly aid and/or abet,
whether directly or indirectly, other parties in committing dishonest acts is in itself dishonest.

2. Penalties for infractions of academic dishonesty vary from a warning and written notification of the Academic Dean, failure of the assignment, failure for the course, and expulsion from the college. WMAC considers the previous explanation to be official notification of the nature and seriousness of all acts of academic dishonesty.

3. Plagiarism is one kind of academic dishonesty in which one person steals another person's ideas or words and falsely presents them as the plagiarist's own product. This is most likely to occur in the following ways:
   - using the exact language of someone else without the use of quotation marks and without giving proper credit to the author – improper citation, copying of written material, cutting and pasting of electronic material, blatant disregard for proper use of instructed citation format.
   - presenting the sequence of ideas or arranging the material of someone else even though such is expressed in one's own words, without giving appropriate acknowledgment – improper paraphrase, using a novel thought or idea without giving credit to the originator.
   - submitting a document written by someone else but representing it as one's own – false identification of authorship, having someone else write all or part of an assignment for you, purchasing an assignment and handing it in as your work.

4. The following are some examples of academic dishonesty:
   - substituting on an exam for another student
   - substituting in a course for another student
   - paying someone else to write a paper and submitting it as one's own work
   - giving or receiving answers by use of signals during an exam
   - copying with or without the other person's knowledge during an exam
   - doing class assignments for someone else
   - plagiarizing published material, class assignments, or lab reports
   - turning in a paper that has been purchased from a commercial research firm or obtained from the internet
   - padding items of a bibliography
   - obtaining an unauthorized copy of a test in advance of its scheduled administration
   - using unauthorized notes during an exam
   - collaborating with other students on assignments when it is not allowed
   - obtaining a test from the exam site, completing and submitting it later
   - altering answers on a scored test and submitting it for a re-grade
   - accessing and altering grade records
- stealing class assignments from other students and submitting them as one's own
- fabricating data
- destroying or stealing the work of other students

This official policy is published in the *Student Handbook and College Catalog* which is available on-line via the college website, as well as in printed format at various physical locations on the campus.

All college instructors, full-time or adjunct, main campus, distance learning, or at one of the off campus sites, are required to have a shortened version of the Academic Dishonesty and Plagiarism policy in their course syllabi, as well as specific guidelines (in accordance with the more general guidelines in the AD&P policy) describing possible actions for policy violations.

Additionally, as of AY 2012-13, in order to promote the improvement of its students in traditional barrier classes, the English Department began a tracking project to determine why some students were receiving D’s and F’s in their English courses. The results demonstrated that a persistent population of students (approximately 5 - 10% of those receiving D’s and F’s) are failing because they violated the Academic Dishonesty and Plagiarism policy. It is also the hope of this project that continued tracking has and will continue to heighten instructor awareness of the severity of the impact of plagiarism on a student’s grade; this awareness and instructor attention to preventing plagiarism due to its impact is one potential explanation for the dramatic reduction in plagiarism between the two academic years (approximately a 50% reduction). Of course, a two-year sample is impossible to use to draw any firm predictions about the trends in plagiarism or its reduction, therefore further tracking is still being conducted.

**Reasons for D/F Grades ENG Dept AY 12-13**

- Plagiarism (40%)
- Attendance (30%)
- Failure to Turn Work In (19%)
- Poor Performance (11%)

![Reasons for D/F Grades ENG Dept AY 12-13 Chart](image-url)
**STRENGTHS**

Wentworth has a number of highly public, easily accessible, clear, transparent documents that define and provide policies and procedures for its ethical behavior, most notably the Employee Handbook and Student Handbook and Course Catalog.

Improvements to Wentworth’s practices and policies regarding academic dishonesty and plagiarism have demonstrably resulted in a decrease in those same acts at the college.

Major improvements have been made in adopting practices that are ethical, collaborative, and transparent with regards to the college’s financial, personnel, and academic functions.

**CHALLENGES**

WMAC recognizes the need to broaden the evidence collection and analysis related to academic dishonesty and is developing procedures to do so.
CRITERION THREE: TEACHING AND LEARNING: QUALITY, RESOURCES AND SUPPORT.

Since 1923, WMAC has delivered foundational learning and leadership skills to its college cadet and community college commuter student constituencies. In support of the Mission Statement, WMAC is dedicated to providing “the environment and resources necessary for its students to develop their potential” academically while also becoming engaged, active, and responsible members of their communities. The Mission Statement objectives (PALMS; Physical Well Being, Academic Achievement, Leadership, Moral Character and Self-Discipline), the Core Values, and Student Learning Outcomes all reflect an institution-wide commitment to direct effective teaching, and promote student learning. WMAC is dedicated to providing this same high quality education, wherever and however its offerings are delivered.

The College’s commitment to teaching excellence and learning effectiveness is demonstrated by the number of WMAC graduates that transfer to four-year institutions. The success rate of WMAC commuter students transferring to four-year colleges and universities attests to the College’s commitment to providing its students with a foundation for progressive advancement. During the last decade, the significant rise in commuter student participation in academic and athletic roles reflects a substantial broadening of commuter student involvement campus-wide. WMAC has long been a destination for aspiring military officers. To fulfill our commitment as one of five military junior colleges in the United States, WMAC has established degree programs, course curricula, and student support systems that support the SROTC Program and provide the academic foundation expected of future U.S. Army officers. WMAC military cadets transfer to one of several regional universities or to their home-state institutions upon earning their Associate’s Degree. Since 2009, the College’s teaching and learning resources and processes have been systematically evaluated and improved in an effort to more clearly and directly support the ability of all of our students to “become productive citizens in a diverse, global society,” whether in pursuit of a military career or a variety of other professions.

CORE COMPONENTS

3. A.

THE INSTITUTION’S DEGREE PROGRAMS ARE APPROPRIATE TO HIGHER EDUCATION.

The College seeks to fulfill its mission statement by providing its students with the necessary skills for success in their academic and professional careers. Since 2009, the institution’s rigorous self-examination at every level of the organization has resulted in the implementation of numerous policies and practices designed to evaluate, improve, and monitor our degree programs.

**COURSES AND PROGRAMS ARE CURRENT AND REQUIRE LEVELS OF PERFORMANCE BY STUDENTS APPROPRIATE TO THE DEGREE OR CERTIFICATE AWARDED.**

**PROGRAM QUALITY REVIEW**

In 2009, the Administration adopted a two-pronged strategy based on a) the revision and improvement of existing procedures and b) the creation of new multi-level mechanisms to ensure the quality of its programs. New policies and procedures were also driven by an institution-wide recognition that a more rigorous, clearly articulated, and sustainable process to assess existing degree programs was required to ensure program quality and viability for transferring students. In 2010, the Academic Dean instituted the newly revised process for program review, which called for a comprehensive, collaborative process that would occur every five years. Under the revised process for program review, the Academic Dean oversees a review of all College programs. The review focuses particularly on the following issues: whether a particular degree program should be continued, the need for substantive changes regarding degree requirements possible changes to the college-level learning outcomes pertaining to the degree program, and the addition of possible new programs. In addition, the Assessment Committee is responsible for mapping the College’s Learning Outcomes for all degree programs to ensure that graduates of any WMAC program leave the institution with the same set of general purpose skills and competencies that the institution maintains are necessary for student success.

**COURSE LEVEL REVIEW**

In support of the Mission Statement, the Administration and Faculty share the responsibility for the coherence of the curriculum and the integrity of the academic process. Integral to this process is the assessment of the Learning Outcomes at various levels. The Academic Dean and the Assessment Committee have selected and defined the Student Learning Outcomes at the course level in the *Student Handbook and College Catalog*, in the Master Syllabi for each course, and in each individual course syllabi.

Beginning in 2009, the College initiated measures that were designed to monitor the level of performance of its students in these Learning Outcomes by gathering and analyzing data on all courses offered. Since that time, the College has collected evidence of student learning in the following institutional outcomes: Communication, Higher Order Thinking, Information Management, and Valuing. From 2009-2011, this data collection occurred at the classroom and department levels under the direction of the Academic Dean, assisted and critiqued by the Assessment Committee and the Faculty, and analyzed by the Assessment Coordinator, who then reported each semester’s findings back to the Academic Dean, Assessment Committee, and Faculty. However, establishing the most effective methods for data collection and analysis
remained problematic and the search for improvement led to participation in the HLC Academy for Assessment of Student Learning.

**HLC ACADEMY FOR ASSESSMENT OF STUDENT LEARNING**

Starting in June 2011, the search for a thorough and consistent process for course evaluation and the assessment of student learning was facilitated by the College’s admission to the HLC Academy for Assessment of Student Learning (AA). Enrollment in the AA provided the opportunity to gain direct and constructive external input while challenging the institution itself to thoroughly evaluate its course offerings, learning outcomes, and assessment practices. Participation in the AA required the College to establish a 4-year project suitable to the particular needs of the institution and capable of providing a framework for the gathering and measurement of meaningful data directly related to student learning.

The decision to participate in the AA stemmed from the need for guidance in developing an instrument to help steer the data collection process and provide a foundation for data analysis in relation to the Learning Outcomes. The result was the Wentworth Comprehensive Assessment Project (WCAP) which was designed as a college-wide instrument to assess student learning at the course level. The WCAP was designed to address the need for meaningful data analysis by providing an institution-wide, faculty-designed and implemented instrument to assess the evidence of student learning gathered prior to the WCAP, and in the future. In June 2011, under the direction of the Academic Dean and the Accreditation Steering Committee, the decision was made to design a set of comprehensive rubrics for the assessment of student learning outcomes.

The Assessment Committee designed the rubrics and incorporated input from the Faculty and relevant Staff. The rubrics are intended to be broad in scope and applicable to all disciplines while specifically linking classroom and department-level assessment to the Learning Outcomes. The WCAP rubric is used in every department and has provided useful data to assess the efficacy of individual course curricula and classroom level student learning.

In June 2011, the Academic Dean and the Assessment Steering Committee approved the creation of the Office of the Assessment Coordinator to support and facilitate the operation of the WCAP. The Assessment Coordinator is responsible for data collection, the data archive, data analysis, findings reports, and Action Plans to address areas requiring improvement. In addition, the Assessment Committee implemented a college-wide requirement that all Master Syllabi and Course Syllabi be updated and revised to coincide with use of the WCAP.
TRANSFER GRADUATION RATES

WMAC graduates consistently succeed in furthering their education at other four-year institutions at the local and national levels. The lowest rate in the past four years was 67%, while AY 2013-14 saw 91% of all WMAC graduates transfer to a four-year college. In addition, WMAC has increased the number of total graduates each year, and that high watermark of 91% occurred during a year with the highest number of total graduates in recent history.

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Grads</th>
<th>Transfer</th>
<th>% Transfer to 4 year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>43</td>
<td>32</td>
<td>74</td>
</tr>
<tr>
<td>2012</td>
<td>48</td>
<td>39</td>
<td>81</td>
</tr>
<tr>
<td>2013</td>
<td>61</td>
<td>41</td>
<td>67</td>
</tr>
<tr>
<td>2014</td>
<td>80</td>
<td>73</td>
<td>91</td>
</tr>
</tbody>
</table>

An additional marker of the success of the College’s General Education Program is the number of students who pass the general education proficiency exams at four-year institutions. From 2006-2010, 96% of all WMAC graduates transferring to the University of Central Missouri passed their general education proficiency exam.

3.A.2
THE INSTITUTION ARTICULATES AND DIFFERENTIATES LEARNING GOALS FOR ITS UNDERGRADUATE, GRADUATE, POST-BACCALAUREATE, POST-GRADUATE, AND CERTIFICATE PROGRAMS.

The Learning Goals adopted by the Academic Dean and Faculty of WMAC are relevant and applicable to an Associate’s Degree. The College has striven to determine the most appropriate and beneficial Learning Goals for all of its students, its degree programs and course offerings.

3.A.3
THE INSTITUTION’S PROGRAM QUALITY AND LEARNING GOALS ARE CONSISTENT ACROSS ALL MODES OF DELIVERY AND ALL LOCATIONS (ON THE MAIN CAMPUS, AT ADDITIONAL LOCATIONS, BY DISTANCE DELIVERY, AS DUAL CREDIT, THROUGH CONTRACTUAL OR CONSORTIAL ARRANGEMENTS, OR ANY OTHER MODALITY).

WMAC provides the opportunity to earn college credit through the Lexington campus, four satellite campuses located in Cameron, Missouri, Hermitage, Missouri, and Lamar, Missouri,
online courses, and the Dual Enrollment Program at 29 regional high schools. The assurance that every student enrolled in a WMAC college course benefits from a curriculum based on effective and consistent learning outcomes is the result of several initiatives. In 2009, the Office of the Dual Enrollment Coordinator was established. In 2014, a full-time Director of Distance Learning was hired. In addition to the distance learning personnel, the Academic Dean and the Department Chairs are directly involved in oversight and support functions for all off-campus instruction. The Department Chairs are in direct contact with the off-campus instructors to promote academic rigor and ensure consistently high standards. Specific policies related to these objectives that support both the use of the College’s Learning Goals and consistency in learning formats, include:

1) All dual enrollment classes must use the textbook currently in use on the main campus. This provides a consistent tool for information delivery and a standard curriculum through the use of textbook materials directly approved by the WMAC Department Chairs and Faculty.

2) The updated Master Syllabi for each course concurrently offered at the main campus will be provided to and must be used by all dual credit instructors. The Master Syllabi directly link the College’s Learning Outcomes to the particular course curriculum and help ensure that the academic standards adopted at the main campus are reproduced in all WMAC course offerings.

3) Final exam inserts are provided to the dual enrollment faculty and must be used in every dual credit course. The exam inserts must be worth 20% of the final exam grade. The Wentworth Department Chairs and Faculty are charged with creating the exam inserts, which are based on the curriculum requirements used on the main campus.

4) The Professional Development Program for Dual Enrollment Instructors serves as a comprehensive program to achieve a higher degree of academic oversight, increase assessment standards, and better achieve the Learning Outcomes in dual enrollment areas. The Program is based on the three key components mentioned above: 1) a Master Syllabus to define course objectives, 2) a Course Syllabus that includes the Learning Outcomes, and 3) Final Exam Inserts to measure the achievement of the Learning Outcomes. Since its inception, there has been 100% compliance by all Dual Credit instructors and instructors report improvements in achieving the Learning Outcomes.
3.B.

THE INSTITUTION DEMONSTRATES THAT THE EXERCISE OF INTELLECTUAL INQUIRY AND THE ACQUISITION, APPLICATION, AND INTEGRATION OF BROAD LEARNING AND SKILLS ARE INTEGRAL TO ITS EDUCATIONAL PROGRAMS.

3.B.1

THE GENERAL EDUCATION PROGRAM IS APPROPRIATE TO THE MISSION, EDUCATIONAL OFFERINGS, AND DEGREE LEVELS OF THE INSTITUTION.

The WMAC General Education program reflects the institutional importance of the Mission Statement, the Core Values, and the Learning Outcomes and demonstrates the College’s commitment to the delivery of the knowledge, skills, and competencies needed now and in the future. The Missouri Department of Higher Education has specific guidelines for all two-year colleges and programs granting Associates Degrees; WMAC conforms to all of those guidelines, and uses them as a basis upon which to build and improve its educational offerings. The College’s educational systems and processes, described here and elsewhere, from program review to faculty hiring, from assessment at all levels and of all kinds, to the current Self-Study, are all dedicated to ensuring that the program of education offered at WMAC is both relevant to the current landscape of higher education and also directly in step with its own Mission Statement.

3.B.2

THE INSTITUTION ARTICULATES THE PURPOSES, CONTENT, AND INTENDED LEARNING OUTCOMES OF ITS UNDERGRADUATE GENERAL EDUCATION REQUIREMENTS. THE PROGRAM OF GENERAL EDUCATION IS GROUNDED IN A PHILOSOPHY OR FRAMEWORK DEVELOPED BY THE INSTITUTION OR ADOPTED FROM AN ESTABLISHED FRAMEWORK. IT IMPARTS BROAD KNOWLEDGE AND INTELLECTUAL CONCEPTS TO STUDENTS AND DEVELOPS SKILLS AND ATTITUDES THAT THE INSTITUTION BELIEVES EVERY COLLEGE-EDUCATED PERSON SHOULD POSSESS.

All of WMAC’s General Education requirements and Learning Outcomes are specifically outlined in the Student Handbook and College Catalog, which is available to all students, both in printed form as well as electronically via the WMAC website. The General Education requirements require all students to take courses in English – both verbal and written composition, Mathematics, the Sciences, History, Computing, the Humanities and Fine Arts, and a course in Student Success Strategies specifically aimed at skills for academic, financial, and personal success at the collegiate level. WMAC feels that these broad knowledge areas form the basis of an effective General Education program, as well as align themselves with the Learning Outcomes and the values put forward in its Mission Statement.
These components are under a process of continual review and revision designed to enhance and improve the education offered at WMAC. These processes, discussed elsewhere in this self-study, involve all levels of administration, from the Board of Directors, to the College President, the Academic Dean, the Assessment Committee, Department Chairs, and the Faculty.

The General Education requirements for graduation are shown in the table below, and can be found in more detail in the *Student Handbook and College Catalog*. WMAC requires all of its students to acquire the College Learning Goals in a variety of modes, including at least one course in History, English, Mathematics, Science, Humanities and the Fine Arts, as well as a Computer course and Student Success Strategies.

<table>
<thead>
<tr>
<th>Credit Hours Required</th>
<th>AA Homeland Security</th>
<th>AS</th>
<th>AS Paralegal</th>
<th>AS Business Management</th>
<th>AS Pre-Med Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Public Speaking</td>
<td>12</td>
<td>12</td>
<td>9</td>
<td>9</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>3</td>
<td>*3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Fine Arts</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Physical/Natural Sciences</td>
<td>5</td>
<td>5</td>
<td>*20</td>
<td>*13</td>
<td>*13</td>
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<tr>
<td>History/Social Science</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Computers/Technology</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Student Success Strategies**</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Electives</td>
<td>23</td>
<td>*9</td>
<td>17</td>
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<td>0</td>
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<tr>
<td>Criminal Justice</td>
<td>0</td>
<td>6</td>
<td>0</td>
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<tr>
<td>Homeland Security</td>
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<td>9</td>
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</tr>
<tr>
<td>Business/Legal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>*30</td>
<td>*30</td>
</tr>
<tr>
<td>Military Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Lexington campus only beginning in AY 2013-2014**

- *9 hours from electives in Homeland Security and/or Military Science
- *20 credits from electives in Mathematics and/or Science
- *13 credits must be chosen from Mathematics and/or Science, as well as 30 credit hours in Business/Legal
- *13 credits must be chosen from Mathematics and/or Science, as well as 30 credit hours in Business
- *30 credits hours required in specific science courses
3.B.3

EVERY DEGREE PROGRAM OFFERED BY THE INSTITUTION ENGAGES STUDENTS IN COLLECTING, ANALYZING, AND COMMUNICATING INFORMATION; IN MASTERING MODES OF INQUIRY OR CREATIVE WORK; AND IN DEVELOPING SKILLS ADAPTABLE TO CHANGING ENVIRONMENTS.

WMAC’s Learning Outcomes specifically address the ways in which all of its students are expected to master these competencies; Communication, Managing Information, Higher Order Thinking and Valuing. In Communication, students develop “effective use of the English language and Quantitative and other symbolic systems” in order to write and speak with “thoughtfulness, clarity, coherence, and persuasiveness.” Managing Information helps develop the ability to “locate, organize, store, retrieve, evaluate, synthesize, and annotate information” from a variety of modes and media. Higher Order Thinking encourage students to both use information critically as well as creatively depending upon their own purposes. Valuing requires students to apply all of the learning outcomes, skills, competencies, and program knowledge to their own lives, and the different communities and environments in which they live and operate.

In addition to the Learning Outcomes which are delivered to all WMAC students regardless of their particular program or courses, there are also specific courses that emphasize these goals explicitly as part of their curriculum. For example, both Student Success Strategies 100 (SSS100) and English 102 have specific course sections which address Managing Information. In SSS 100, the focus is on developing an understanding of what constitutes Academic Dishonesty and Plagiarism, as defined by the Student Handbook and College Catalog. English 102 furthers that task while additionally teaching effective research skills as well as the creative and critical use of supporting information in an essay.

3.B.4

THE EDUCATION OFFERED BY THE INSTITUTION RECOGNIZES THE HUMAN AND CULTURAL DIVERSITY OF THE WORLD IN WHICH STUDENTS LIVE AND WORK.

ACADEMICS

The foundational documents of WMAC--the Mission Statement, the Core Values and Student Learning Outcomes--refer specifically to building an understanding of and respect for the diverse world in which students operate now and in the future. The Mission goals (PALMS) are clearly dedicated to producing “productive citizens in a diverse, global society.” Within the Core Values, Integrity and Respect both address ethical behavior that is to be shown to all people. The Student Learning Outcome of “Valuing” states that students should “understand the moral and ethical values of a diverse society,” and make “informed decision[s] through identifying personal values and the values of others ….” WMAC courses, regardless of program or discipline, are dedicated to imparting these skills and attitudes to their students. In addition, every program
requires at least one course each in the Humanities/Fine Arts and History Departments in an attempt to examine and instill these values by exposing students to specific cultural and historical processes in which social conditions arise and evolve.

**ATHLETICS AND RECRUITING**

During the last decade, WMAC has significantly expanded its Athletic Program and promoted diversity through teambuilding and integrity on the playing field. The Athletic Department directly supports an environment in which WMAC athletes share their unique cultural backgrounds in teambuilding experiences that help instill the institution’s core values and principles. The Athletic Program has significantly increased enrollment and retention through a national recruiting program. The WMAC Athletics webpage demonstrates the determination of the Athletic Director and Staff to raise the regional and state-level profile of the Red Dragons and to directly link athletic participation to the Mission and Core Values. The Red Dragons, particularly the Women’s Volleyball and Men’s Soccer teams, have recruited athletes from a diverse cultural range, including the Pacific Islands, Africa, Eastern Europe and Latin America.

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**3.B.5**

**THE FACULTY AND STUDENTS CONTRIBUTE TO SCHOLARSHIP, CREATIVE WORK, AND THE DISCOVERY OF KNOWLEDGE TO THE EXTENT APPROPRIATE TO THEIR PROGRAMS AND THE INSTITUTION’S MISSION.**

WMAC is a two-year college and is devoted primarily to General Education and teaching, which is reflected in the Mission Statement and Learning Outcomes. Nevertheless, a number of WMAC Faculty have published, appeared in, presented at, or directed a variety of professional and public publications and media avenues, from academic journals, television programs, and professional conferences.
3.C.

THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES.

3.C.1

THE INSTITUTION HAS SUFFICIENT NUMBERS AND CONTINUITY OF FACULTY MEMBERS TO CARRY OUT BOTH THE CLASSROOM AND THE NON-CLASSROOM ROLES OF FACULTY, INCLUDING OVERSIGHT OF THE CURRICULUM AND EXPECTATIONS FOR STUDENT PERFORMANCE; ESTABLISHMENT OF ACADEMIC CREDENTIALS FOR INSTRUCTIONAL STAFF; INVOLVEMENT IN ASSESSMENT OF STUDENT LEARNING.

The WMAC Faculty holds the primary responsibility for the effective assessment of student learning at the course level and exercises a direct role in defining expected student learning outcomes for individual courses. Instructors use teaching methods that address learning goals that are both specific to their subject and correspond to the Learning Goals outlined for the degree program. Student satisfaction surveys reveal that the WMAC Faculty uniformly utilizes various course materials and both subjective and objective assessment tools to support the achievement of immediate and long-term academic success. Instructors consistently cite the Mission Statement as an effective guideline to define and achieve success in the area of student learning. Classroom instruction directly links the Learning Goals to classroom practices that support student success which is measured by an understanding of the particular coursework and preparedness for future university-level work. In addition, consistent adherence in the classroom to the Mission Statement results in a foundation of leadership and integrity that enhances student learning. The ability of instructors to instill these principles is central to the WMAC Mission.

FACULTY-STUDENT RATIO

Since 1923, a cornerstone of the WMAC experience has been a high degree of student access to faculty, and one-on-one interaction. Small classes promote frequent interaction between instructors and students and enable the Faculty to more accurately gauge student learning and address particular academic challenges. One way that the College strives to continue this essential formula for student success has been to maintain a low number of students per class. Since 2011, the average class size at WMAC has been approximately 10 students. Average class sizes for that same period of time for other Missouri community colleges are more than double that (St. Charles, Crowder, and the Metropolitan Community College). However, as the chart below indicates, that number has actually been decreasing in recent years, with the average class size this past year being just above 8 students.
WMAC instructors have taught at the College for an average of 9.5 years, which reflects the high level of faculty dedication to the institution and its mission.

That longevity is also reflective of a high degree of faculty stability which is likewise reflected in the number of faculty departures, particularly at the full-time level at the main campus. Since 2010, only three instructors at the main campus have left, and in all three cases the instructors retired after lengthy tenures. The stability and longevity of the College Faculty has had the additional benefit of creating a highly collegiate atmosphere. Junior faculty are not only provided guidance in the areas of curriculum, student expectations, Learning Goals, and assessment practices, but are also given crucial, active roles in developing these areas of the College.

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<thead>
<tr>
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<tbody>
<tr>
<td>Total: 14</td>
<td>Total: 14</td>
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**FACULTY ADVISING PROGRAM**

The Faculty Advising Program (FAP) was initiated in the Spring Semester of AY 2013-14 to identify at-risk students prior to enrollment as well as throughout their academic career at WMAC. The success of the Program in reducing the number of students failing at the semester-end led to a significant change in the contractual obligation of the full-time College Faculty. Prior to AY 14-15, all full-time Faculty were contractually obligated to provide 100 extra-curricular service hours; these service hours did not include office hours, but were instead designed to create faculty support for the athletic programs. Faculty service hours were a
contractual way to obligate faculty attendance at athletic events and other similar institutional events, like Parents’ Weekend. The initial success of the FAP led the Academic Dean to remove the contractual obligation for service hours and concurrently increased the number of students being served by the FAP. This change had a dual benefit to the institution; 1.) it reduced the overall number of hours instructors were required to contribute beyond their direct instruction and office hours, and 2.) it directly benefited the academic performance of the academically at-risk population. WMAC uses a four-week grade report system to assess the performance of its students within each semester.

Fall of 2014 has seen a dramatic reduction in the number of boarding cadets and athletes (Wentworth’s two primary at-risk populations) that have either one failing grade (F) or two low passing grades (D) – Wentworth’s criteria for assigning students to College Study Hall, another faculty-led measure designed to give at-risk students additional access to faculty and focused study time. There were 24 cadets failing at least one class at the end of the 1st four week grading period in Fall 2014. This is a significant improvement over previous years: In Fall 2013, there were 37 students in this category. In Fall 2011, there were 42 (a College Study Hall was not conducted in Fall 2012). The program appears to be having a continuing positive impact as the semester progresses. At the mid-term, the number of at-risk students failing at least one class was down to 15, a 38% reduction compared to a 22% reduction in 2013, and a 17% reduction in 2011.

![Graph showing the reduction in at-risk students over time](image)
**ASSESSMENT**

Until recently, only the full-time faculty was required to participate in data gathering for the assessment program. As a small institution, WMAC found it difficult to generate enough data for meaningful analysis without more complete faculty participation. AY 2014-15 is the first AY to include data samples from the adjunct faculty, DE instructors, site instructors, and distance learning instructors. In order to best integrate assessment within all of its programs and modes of delivery, the College currently has two Assessment Coordinators, one a full-time member of the main campus Faculty, and the other is the acting Director of Dual Enrollment. In order to ensure the best quality instruction as well as assessment practices, the faculty member who serves as Assessment Coordinator is given a one-course per semester release.

Every semester at least one faculty training session devoted exclusively to assessment is conducted. These sessions focus on faculty feedback, group discussions, individual departmental progress and the progress of the overall assessment program. For example, the Spring 2014 meeting included a session on rubric scoring norming for the faculty, and owing to the results of the training exercise and related discussion, two immediate changes were made to the program: 1) all assessment scoring will be scored based on where a student’s target proficiency with the Student Learning Outcomes should be at graduation, and 2) in order to better assess student performance in various courses and at various points in the educational process, assessment targets are needed at the course and program level.

**DEPARTMENT CHAIRS, CURRICULUM, AND ACADEMIC CREDENTIALS**

The Department Chairs are filled by full-time faculty member that serve to fulfill the following institutional goals:

1) Oversight of practices and compliance with assessment.
2) Coordination and revision of Master Syllabi with College Learning Outcomes.
3) Development of Departmental Learning Outcomes.
4) Provide support and guidance to Dual Enrollment instructors via email.
5) Review of individual course and instructor syllabi for federal and institutional compliance.
6) Direct the Faculty Advising Program.
7) Meet regularly with the Academic Dean to address any other emerging issues or needs.

One unstated but assumed practice of Department Chairs is to engage with their faculty in continuously monitoring the health, currency, and rigor of the academic curriculum in their department. To this end, there are weekly meetings between the Department Chairs and the Academic Dean, bi-semester all-faculty meetings which address curriculum, and intra-departmental meetings which also engage any issues or desired changes with the curriculum.
Another such unstated practice of Department Chairs is participation in the hiring process of any new faculty alongside the Academic Dean and Human Resources. In order to ensure the best quality in instruction as well as administrative practices, the faculty members who serve as Department Chairs are given a one-course per semester release and a stipend.

3.C.2

ALL INSTRUCTORS ARE APPROPRIATELY CREDENTIALED, INCLUDING THOSE IN DUAL CREDIT, CONTRACTUAL, AND CONSORTIAL PROGRAMS.

The WMAC Faculty is highly qualified to provide effective instruction in a community college environment. The Faculty’s dedication to student learning is underscored by their academic credentials and competency in a particular subject. In the Social Sciences, Foreign Language and Humanities Departments there is one subject specialist per area. In these departments, individual instructors are responsible for choosing the textbooks and assessment methods for their courses. Larger departments such as Math and English work collaboratively to determine the most effective textbooks and assessment methods for each particular course offered in that department. The small overall size of the Faculty allows a greater degree of faculty discretion in choosing course materials and a high level of instructor responsibility. The freedom to choose, within the larger parameters determined by the Academic Dean and the Assessment Committee, encourages effective learning strategies at the course-level by promoting faculty buy-in and supporting each instructor’s personal commitment to effective learning.

WMAC’s official policy regarding the academic credentials for the Faculty, found in section 3.0A of the Personnel Policy Manual, is as follows: “College instructors are required to possess at least a bachelor’s degree in the subject area they will teach; a Master’s degree or PhD is preferred. In a limited number of cases, an instructor may be employed based upon equivalent experience in the subject area to be taught. In such cases, the instructor must have acquired a minimum of eight years of experience in the given field. The credentials and experience of potential faculty members will be reviewed by the Academic Dean, the relevant Academic Department head, and the Human Resources Director. The Academic Dean will approve the employment of all college faculty.”

The WMAC Faculty, from the main campus to distance learning and site instructors are appropriately credentialed as set forward by the MDHE and hold degrees in the field in which they teach. Moreover, a large percentage of WMAC instructors hold advanced degrees in their field, as found in the table below.
Of the fourteen full-time instructors at WMAC’s main campus, three (21%) hold a doctorate in their respective fields, while eleven (79%) hold graduate degrees.

In conjunction with WMAC’s efforts towards continuous improvement, the hiring guidelines for full-time, main campus instructors includes a policy that new hires’ highest degree-attained must match or surpass that of the instructor they are replacing. Since 2010, three new full-time instructors have been hired to replace retired faculty holding an M.A. Degree. The new faculty members include two instructors with M.A. Degrees in their areas of instruction and one Ph.D. in the area of instruction.

WMAC evaluates teaching effectiveness through a variety of filters, including; administrative evaluation, peer-faculty evaluation, and at the student level with tools such as End-of-Course Surveys, Exit Surveys, Student Focus Groups, and Faculty Observations.

**STUDENT SATISFACTION SURVEYS**

Student Satisfaction Surveys (End-of-Course, Exit Surveys, and Student Focus Groups) provide the Administration with a valuable tool to determine student satisfaction with their learning experience at WMAC. For example, the End-of-Course Surveys are conducted in the classroom at the end of every semester. The evaluations are confidential and the instructor is not present
during the evaluation. The evaluation process provides students with an opportunity to rate their classroom experience based on teaching effectiveness, the use and relevance of the textbook, the achievement of outcomes as stated in the course syllabus, and whether the student would take a course from this instructor again. Students can also write comments stating issues and concerns not directly addressed in the evaluation questionnaire. Instructors are also given the opportunity to create specific questions concerning what they think should be evaluated in the course. The Administration reviews the evaluations and makes them available to the instructors. The evaluations are then used by Academic Dean, Department Chairs and Faculty to determine the most effective methods to implement improvements reflective of student evaluations. Overall student satisfaction rates for classroom instruction are very high at WMAC and attest to the Faculty’s dedication to effective learning.

INSTRUCTOR CLASSROOM OBSERVATION

The Academic Dean and each Department Chair separately evaluates faculty performance and effective teaching by regularly observing instructors in the classroom. The assessment of classroom instruction is based on the instructor’s effective presentation of the topic, ability to convey the relevance of the subject, willingness to answer questions, and topic knowledge. The results of the faculty observations are then discussed with the individual instructors and the observations are used to improve teaching effectiveness. WMAC’s official policy for instructor evaluation can be found in the Personnel Policy Manual, section 7.0.

WMAC recognizes effective teaching annually with two outstanding faculty awards: the Jim Worthington Teacher of the Year Award and the Lions Club Outstanding Teaching Award. The recipients of these awards are chosen by the Administration and the Faculty. Both awards are given during the graduation ceremony which permits the entire institution and community to recognize the dedication to learning and professionalism of individual instructors.

3.C.4

THE INSTITUTION HAS PROCESSES AND RESOURCES FOR ASSURING THAT INSTRUCTORS ARE CURRENT IN THEIR DISCIPLINES AND ADEPT IN THEIR TEACHING ROLES; IT SUPPORTS THEIR PROFESSIONAL DEVELOPMENT.

Financial restrictions notwithstanding, professional development and the enhancement of teaching effectiveness remains a priority at WMAC. Financial resources are periodically available for instructors to visit other institutions to gain insight into innovative teaching and learning methods. Financial support for faculty research into cutting-edge pedagogy remains an area in need of improvement. Although the administration remains cognizant of the benefits of instructor education the financial capacity to provide extensive support is not widely available at this time.
Faculty participation in professional organizations is strongly encouraged to improve awareness of the most recent developments in their field. Faculty members meet regularly within their departments to discuss their particular fields and determine new ways to incorporate recent research into the classroom. Because WMAC is a teaching institution the emphasis on professional development is focused on programs or research that directly impacts student learning. Funds are made readily available for faculty members to take students to local and regional academic events and competitions, to meet professionals in their respective fields, and to take trips that broaden student learning. Because of its limited financial resources, WMAC has encouraged and seen a substantial portion of its instructors participate in free on-line development programs (webinars) and local conferences. Instructors who belong to professional organizations or attend national conferences like the HLC Annual Conference or the Modern Language Association Conference, are encouraged to share the information gained with their colleagues during regularly scheduled faculty meetings.

3.C.5 INSTRUCTORS ARE ACCESSIBLE FOR STUDENT INQUIRY.

WMAC requires that all full-time instructors maintain a minimum of two hours per week for office hours. Nearly all instructors hold additional office hours, study sessions, group work sessions, tutoring and email to go well beyond the minimum expectations for student accessibility. Since 2012, the WMAC distance learning platform, Moodlerooms, has been extended for use in face-to-face classes. An increasing number of instructors use this resource to enhance classroom learning and content delivery.

3.C.6 STAFF MEMBERS PROVIDING STUDENT SUPPORT SERVICES, SUCH AS TUTORING, FINANCIAL AID ADVISING, ACADEMIC ADVISING, AND COCURRICULAR ACTIVITIES, ARE APPROPRIATELY QUALIFIED, TRAINED, AND SUPPORTED IN THEIR PROFESSIONAL DEVELOPMENT.

WMAC ensures that key support Staff is appropriately qualified and/or possesses significant career experience. For example, the current Director of Distance Learning has a Master’s Degree in Educational Technology, training in the use of CMS systems, extensive professional development through professional and corporate webinars, and regular institutionally-provided training on FERPA regulations. The Financial Aid Director has ten years of experience in managing collegiate financial aid, maintains regular professional development of the Financial Aid Office through the Missouri Association of Student Financial Aid as well as through the National Association of Student Financial Aid Administrators.
The Training and Counseling Officers (TAC Officers) reside in the barracks with the cadets and draw on their military and educational experience to train and counsel cadets in support of the classroom environment. Most TAC Officers are retired military personnel with experience in counseling, leadership mentoring, and some have academic credentials in specific subjects.

The College Study Hall Program provides nightly instructor-supervised study periods to provide additional academic assistance to at-risk SROTC and Athletic Program cadets. During the semester, academic progress is measured every four weeks with a quarterly grading period. The WMAC Administration and SROTC Faculty view the quarterly grades as integral to the improvement of student learning and overall degree progress given the broad range of responsibilities and activities undertaken by the cadets.

Similarly, the Faculty Advising Program puts at-risk students into a one-on-one mentoring relationship with members of the full-time academic faculty, delivering discipline-specific tutoring, as well as more general mentoring with regard to time management, study habits, and academic progress.

3.D.

THE INSTITUTION PROVIDES SUPPORT FOR STUDENT LEARNING AND EFFECTIVE TEACHING.

Regularly held faculty meetings serve as a forum in which the Academic Dean discusses current issues and developments in the College, and the Faculty raises issues pertinent to the classroom, their departments or individual concerns. These meetings are an effective environment to examine current institutional developments, learning strategies, and curriculum proposals. The faculty meetings also provide an opportunity for the Administration and Faculty to discuss particular programs and policies that impact students while identifying a broad range of concerns and effective ways to address immediate and long-term issues.

3.D.1

THE INSTITUTION PROVIDES STUDENT SUPPORT SERVICES SUITED TO THE NEEDS OF ITS STUDENT POPULATIONS.

WMAC provides a variety of services designed to promote student learning and success and to meet the needs of its various student constituencies. These include a staffed, on-campus library, dedicated Distance Learning and Dual Enrollment Coordinators, and an Office of Student Services that includes support for enrollment, registration, graduation, transfer, financial aid, placement, advising, degree progress audits, and textbook ordering. To directly help at-risk students in one or more of their courses, the College provides faculty-staffed tutoring labs for
Science, Mathematics, and English, the Faculty Advising Program, and the College Study Hall Program.

**ENROLLMENT**

Enrollment is conducted through the Admissions Office and the Financial Aid Office, which are dedicated to supporting the successful entrance of students into WMAC. Enrollment officers also provide student counseling in relation to the policies and information included in the *Student Handbook and College Catalog*.

**ADMISSIONS**

The WMAC commitment to student success and retention begins at the Office of Admissions and the Registrar’s Office. Information about these departments and their role in student success is available in print and electronically in the *Student Handbook and College Catalog*. The catalog is a key information resource, and is reviewed, revised and updated as needed every summer.

The WMAC admissions process includes two placement examinations to help at-risk students in the areas of Mathematics and English. The placement exams are given to all incoming freshmen and those not meeting the threshold scores are required to enroll in the developmental courses, Math 100 and English 100.

WMAC has a variety of orientation services available including campus tours and orientation courses such as Student Success Strategies. These services help new students navigate the Wentworth campus and also gain insight into college life.

**FINANCIAL AID**

The Office of Financial Aid helps students with:

- FAFSA
- Internal and external scholarships
- United States Armed Forces veterans’ benefits certification
- Vocational rehabilitation and Workforce Investment Act funding certifications.

The Financial Aid Office packages student aid and explains the different types of aid for which WMAC students are eligible. The Financial Aid Office clearly supports the WMAC mission by helping students understand the availability of financial aid for their academic goals while counseling them in the uses and management of student debt. This counseling helps WMAC students pursue their academic goals and develop financial self-discipline.
The Financial Aid Office is also responsible for the management of WMAC’s student loan defaults. Because WMAC’s three year CDR is higher than recent national averages (2009 - 14.5%, 2010 - 14.2%, 2011 - 12%), WMAC has made helping students manage their financial aid loans a priority during the last five years. Specific actions taken to improve performance in this area include:

1. Retaining Wright International Student Services (WISS) to provide intensive personal counseling and contact to manage student loan debt.
2. Requiring students at the main campus to take the SSS100 course. This course includes effective online instruction focused on student debt planning and management. WMAC is working to expand this course to the sites in AY 2015-2016.
3. Developing methods to assure students attend exit counseling with the Financial Aid Office staff prior to graduation.
4. Applying for and receiving federal grant money specifically for use in this area.

As a result of these efforts and as seen in the table below, the two-year and three-year default rates reduced significantly from 2010 to 2011 as a result of these efforts.

**Loan Default Rate**

<table>
<thead>
<tr>
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<th>2 yr</th>
<th>3 yr</th>
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<tbody>
<tr>
<td>2009</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>2010</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>2011</td>
<td>10%</td>
<td>5%</td>
</tr>
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**ADVISING**

WMAC offers its students a variety of advising services. The Office of Student Services provides the majority of non-academic and non-financial advising, from degree progress audits to registration, graduation, and transfer. The Financial Aid Office provides students with advice on student loans, payment plans, and scholarships. The Faculty provides academic advising through a variety of structures, including regular instructor office hours, the Faculty Advising
Program, the College Study Hall, and English, Science, and Mathematics tutoring labs. The Faculty Advising Program provides one-on-one faculty-to-student interaction with two groups of at-risk students: incoming freshmen with a high school GPA below 2.0; and students whose grades during the course of an on-going semester indicate they may fail one or more courses. Faculty advisory sessions often address a variety of potential problems, including; time management, note taking skills, study skills, organization, and other general collegiate academic skills. The College Study Hall is a mandatory study period each evening for any boarding cadet in danger of failing one or more courses. The study hall is conducted nightly under the direction of a single rotating faculty member who provides assistance in the particular area of their expertise. The Tutoring Labs provide small-group tutoring two evenings a week for students seeking help in a designated subject area.

3.D.2

THE INSTITUTION PROVIDES FOR LEARNING SUPPORT AND PREPARATORY INSTRUCTION TO ADDRESS THE ACADEMIC NEEDS OF ITS STUDENTS. IT HAS A PROCESS FOR DIRECTING ENTERING STUDENTS TO COURSES AND PROGRAMS FOR WHICH THE STUDENTS ARE ADEQUATELY PREPARED.

WMAC has two primary placement examinations that take place either prior to or at the beginning of each semester to identify at-risk students in English and Mathematics, its two most traditional boundary courses. The Mathematics Placement Exam is taken before each semester and all incoming freshmen scoring below a particular score are placed automatically into Mathematics 100, WMAC’s developmental mathematics course. The English Placement Exam is an in-class essay written by English 101 students at the beginning of the semester. The essays are evaluated by the English Department Faculty, and students that do not demonstrate a credible level of control of Structure, Content, and Mechanics are recommended to transfer into English 100, WMAC’s developmental English course. The official policy and explanation for WMAC’s placement practices can be found in the Student Handbook and College Catalog.

3.D.3

THE INSTITUTION PROVIDES ACADEMIC ADVISING SUITED TO ITS PROGRAMS AND THE NEEDS OF ITS STUDENTS.

As addressed in 4.C.1, WMAC provides a variety of interfaces for accessing advising on a variety of areas, financial, academic, and non-academic affairs. The Academic Dean is also highly involved in providing additional advising to students during enrollment, registration, and throughout the academic semester, as well as coordinating and facilitating communication and logistics between the separate offices that provide advising and the Faculty. WMAC’s official policy and explanation of its advising practices can be found in the Student Handbook and College Catalog, which is available both in print and electronically via the College’s website.
WMAC offers a variety of resources, physical and electronic, to benefit its students academically and help instructors deliver the standard of education described in its Mission Statement.

WMAC has a small, staffed library that contains one of two computer labs available to College students. The Hall of Honor is a memorial space dedicated to WMAC graduates who achieved distinguished careers in the United States Armed Forces. It is also a small museum with artifacts dating back to 1880. WMAC also partners with the Trails Regional Library to provide students with additional academic and research resources.

WMAC provides access to a wide variety of electronic tools, including WMAC email accounts, NetClassRoom, a student performance tracking program, Moodlerooms, WMAC’s on-line content delivery system which provides both distance learning, and face-to-face classes with an on-line repository for content as well as electronic bulletin boards for course news, and forums for discussion.

WMAC students also have access to a wide variety of collegiate academic search engines and databases via EBSCOhost and Gale Databases. Learning Express is an electronic learning tool that delivers both content, study skills, and practice lessons. The Lexington Campus also offers free wifi service anywhere on campus.

In AY 2014-15, the WMAC budget set aside $25,000 for the renovation and upgrade of a college science classroom lab. In September of 2014, $23,000 worth of new equipment was purchased, received, and put into operation in the college’s primary science lab and classroom.

WMAC seeks to provide some campus services for the personal well-being of its students and employees. The Quartermaster’s Office is a convenience store that serves all of the main Lexington Campus with consumer goods, including; foods and beverages, office and school supplies, and brand clothing. The Dining Hall serves three full meals daily to all boarding cadets, faculty, staff, and, commuting students. In 2012, the Dining Hall was fully renovated and brought up to current industry standards more comparable to other college campuses.

The International Department oversees and facilitates the educational experience of international students at WMAC. The International Director and Staff interviews in-coming international students and acts as an on-going liaison between the student, his/her family, and, when needed, the government offices of the student's country of origin. The Department coordinates cultural
orientations and activities throughout the school year. The Department Staff administers a language assessment to incoming international students and places them in appropriate English as a Second Language (ESL) courses. The Department Staff also counsel the international students during the enrollment process each semester.

3.D.5

THE INSTITUTION PROVIDES TO STUDENTS GUIDANCE IN THE EFFECTIVE USE OF RESEARCH AND INFORMATION RESOURCES.

WMAC provides all of its students with direct instruction in the use of the available research and information resources, particularly as in relation to producing effective, college-level academic compositions across all disciplines. Guided by the Learning Outcome Managing Information, an emphasis is placed on “accessing and generating information from a variety of sources,” with particular stress on the use of electronic resources and media; the evaluation of information for the following four separate qualities: “currency, usefulness, truthfulness, and accuracy;” and using rhetorical and technological systems to present, communicate, and organize information effectively. English 102 is a required course for all WMAC students, and a large portion of that course is devoted to producing a college-level research essay using research accessed through a variety of physical and electronic sources.

WMAC students are consistently guided in what constitutes various acts of academic dishonesty and plagiarism, particularly in relation to the use of external research and information. *The Student Handbook and College Catalog* includes WMAC’s formal definitions of academic dishonesty and plagiarism, gives examples of each, and also clearly articulates the penalties for committing academic dishonesty. The Course Syllabus Template requires that every syllabus contain the definitions of academic dishonesty and plagiarism, as well as specific course policies for plagiarism as they relate to the general institutional policy as stated in the *Student Handbook and College Catalog*. Students are given additional guidance about what constitutes academic dishonesty and plagiarism in both Student Success Strategies 100 and English 102.
3.E.

THE INSTITUTION FULFILLS THE CLAIMS IT MAKES FOR AN ENRICHED EDUCATIONAL ENVIRONMENT.

3.E.1

CO-CURRICULAR PROGRAMS ARE SUITED TO THE INSTITUTION’S MISSION AND CONTRIBUTE TO THE EDUCATIONAL EXPERIENCE OF ITS STUDENTS.

SENIOR RESERVE OFFICER TRAINING CORPS

WMAC’s most significant co-curricular program is with the United States Army S.R.O.T.C. program. This relationship directly influences and furthers every aspect of the Mission goals, Core Values, and Student Learning Outcomes. Members of the S.R.O.T.C. participate in a physical fitness program (PT), take courses in Military Science and Military History, develop leadership skills through the Cadet Corps chain of command, engage in specialized field training exercises, and build a foundation of ethical character through engagement with the Cadet Code of Honor and the Cadet Honor Council. WMAC’s current shared mission goal with the SROTC department and the United States Army is to commission an average of fifteen cadets as 2nd Lieutenants each year. WMAC has exceeded that average over that past five years with an average of twenty-one commissioned cadets per year.

ATHLETICS

The WMAC Athletic Department is another co-curricular program that directly supports and facilitates students in achieving the Mission goals, acquiring the Core Values, and demonstrating proficiency in the Student Learning Outcomes. Each athletic program has its own strength and conditioning program, as well as access to the renovated fitness center on campus. All student athletes are held in strict adherence to institutional, state, and national standards for academic eligibility. Measures like the Faculty Advising Program and developmental courses in English and Math have been added with one particular aim of furthering the academic success of WMACs’ student athletes. College athletes are given leadership roles on their teams, and all college coaches assist in developing the leadership skills and ethical practices that make for effective team collaboration, as well as promote individual performance.
3.E.2

THE INSTITUTION DEMONSTRATES ANY CLAIMS IT MAKES ABOUT CONTRIBUTIONS TO ITS STUDENTS’ EDUCATIONAL EXPERIENCE BY VIRTUE OF ASPECTS OF ITS MISSION, SUCH AS RESEARCH, COMMUNITY ENGAGEMENT, SERVICE LEARNING, RELIGIOUS OR SPIRITUAL PURPOSE, AND ECONOMIC DEVELOPMENT.

WMAC supports the Fellowship of Christian Athletes and Phi Theta Kappa, which directly promote ethical and moral values as they relate to the Mission Statement and Core Values of the institution. These organizations regularly engage in social service and community outreach activities. As demonstrated in Criterion 1.D, the WMAC Corps of Cadets is a long-standing and vital part of a wide variety of local rural and urban communities.

STRENGTHS

The college’s graduate and graduate transfer data are excellent: a high percentage of WMAC graduates successfully transfer into a four-year college after completing their Associate’s Degree.

Wentworth also excels in the areas of class size, faculty longevity, and faculty turnover.

The new advising program, begun at the end of AY 13-14, is a proactive program that targets at-risk students.

CHALLENGES

WMAC understands the need to develop additional learning outcomes and coursework that recognize the human and cultural diversity of our students’ communities and workplaces. This topic will be discussed at Department Head meetings and during the faculty workshops in fall 2014 and winter 2015.

Although online professional development opportunities for faculty were initiated in fall 2014, WMAC recognizes the need to provide more robust professional development opportunities within the educational community. A faculty committee is being formed in fall 2014 to develop a more effective professional development program.

The overall physical infrastructure has improved on the main campus. However, WMAC intends to continue an incremental process of upgrading classroom and lab facilities, dormitory facilities, athletic facilities and access to computing and printing resources. Targeted budgeting and donations for AY 2014-2015 demonstrate this commitment. A major renovation to the fitness center was completed and over $20,000 worth of lab equipment was purchased.
At present, annual student surveys and informal faculty feedback provide data to support assessment of the co-curricular programs at Wentworth. WMAC understands the importance of developing mechanisms to more accurately assess co-curricular programs. This topic will be on the agenda of the Executive Committee during AY 2014-2015.
CRITERION FOUR. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT.

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

CORE COMPONENTS

4.A.

THE INSTITUTION DEMONSTRATES RESPONSIBILITY FOR THE QUALITY OF ITS EDUCATIONAL PROGRAMS.

WMAC seeks to provide its students with an educational foundation that will allow them to pursue their academic and professional goals. The Administration, Faculty and Staff share in the responsibility for this mission. Since 2009, a campus-wide evaluation of college operations from the program-level to the classroom resulted in a broad redefinition of institutional policies and student learning processes to better ensure the highest possible quality of education.

4.A.1

THE INSTITUTION MAINTAINS A PRACTICE OF REGULAR PROGRAM REVIEWS.

In 2009, the Academic Dean and the Assessment Committee began the process of designing a fully revised, more consistent and systematic process for program review. On September 8, 2010, the Assessment Committee gave final approval to the newly revised process and presented their report on the initial program review. Under the 2010 program review guidelines, the Academic Dean oversees a review of all college programs at least once every five years. The review focuses particularly on the following issues: whether a particular degree program should be continued; the need for substantive changes regarding degree requirements; possible changes to the college-level learning outcomes pertaining to the degree program; and the addition of possible new programs. In addition, the Assessment Committee is responsible for mapping the Learning Goals for all degree programs.

In August 2011, additional program revisions were implemented following a review of the Associate of Science Degree by the Academic Dean and the Assessment Committee. The following revisions were made to bring the A.S. Degree requirements more in line with those of other colleges. Previously a student could earn nine of the twenty-three required Math/Science credits by taking Introduction to Algebra (MA 100), Intermediate Algebra (MA 101), and one science course, or take College Algebra (MA 111) in addition to the previous two math courses.
and could earn the degree without taking any science courses. The revised degree program now requires students to take at least one science course from each of three areas and successfully complete College Algebra. The revised requirements became mandatory for in the Fall 2011 semester.

In addition to revising and updating the current programs, an expansion of the programs offered was deemed necessary to better serve the College’s constituencies. The College’s long-term relationship with the Missouri National Guard resulted in plans to offer an associates degree in Homeland Security that would be accessible and useful to serving Guardsmen. In April 2011, an Associate of Arts in Homeland Security was proposed by the President and was approved by the Board of Trustees based on the belief that owing to its ties to the Missouri National Guard and US Armed Services WMAC is strategically poised to help fill a void in Homeland Security education. Homeland security, like other fields such as criminal justice, emergency management, and crisis and disaster management, will continue to be an important need in the United States. The A.A. Homeland Security degree will increase the number of community college students involved in homeland security education (along with military science, criminal justice, emergency response, and crisis management), and create eligible candidates for employment in the homeland security profession. In September 2011, the Missouri Department of Higher Education (MDHE) awarded approval to WMAC to offer the A.A. in Homeland Security.

In June 2014, the Academic Dean consulted a homeland security expert to help develop the learning outcomes for the A.A. in Homeland Security. The result was seven new Homeland Security-related courses. These specific courses were combined with the established A.A. requirements to form the AA in Homeland Security Degree Program.

4.A.2

THE INSTITUTION EVALUATES ALL THE CREDIT THAT IT TRANSCRIPTS, INCLUDING WHAT IT AWARDS FOR EXPERIENTIAL LEARNING OR OTHER FORMS OF PRIOR LEARNING.

The Student Handbook and College Catalog is the primary resource for information on WMAC policies pertaining to the acceptance of transfer credit. WMAC evaluates the credit it transcripts in accordance with the Missouri Department of Higher Education (MDHE) and the Coordinating Board of Higher Education (CBHE). The regulations and guiding principles stated in Credit Transfer Regulations (2013) and Principles of Good Practice for Transfer Credit (1998) provide the framework that the Admissions Office and Registrar’s Office use to establish practices for the acceptance of credit-bearing coursework from other institutions. In accordance with the CBHE guidelines, WMAC will accept up to 34 credit hours transferred from another accredited college or university. The College also accepts up to 4 hours of credit earned by service personnel through correspondence under the United States Armed Forces Institute or in
specialized training programs of the United States Armed Services. The College requires approval by the Academic Dean for all armed services transfer credits. All military personnel are also required to have completed a minimum of six months of active military service and present appropriate evidence of their service experience before military service credits will be accepted.

4.A.3

THE INSTITUTION HAS POLICIES THAT ASSURE THE QUALITY OF THE CREDIT IT ACCEPTS IN TRANSFER.

The College is committed to the assurance that all transferring credit is valid and appropriate for a college-level program. The Student Handbook and College Catalog contains information pertaining to transfer requirements and practices. At WMAC, most first-year, full-time applicants are recent high school graduates and must submit an Application for Admission, passing ACT/SAT scores, final official high school transcripts or a GED. The College accepts credit completed through the Advanced Placement Program administered by the College Entrance Examination Board. Students must have an official score report sent to the Registrar to be evaluated for credit. Credit hours granted are entered as “P” on the student’s transcript.

Students transferring from other accredited colleges or universities must submit an Application for Admission, passing ACT/SAT scores, final high school transcripts or GED, and all official transcripts from previously attended institutions of higher learning. To ensure proper course transfer equivalency, the Registrar instructs incoming transfer students to contact their transfer institution, once they have determined their degree and area of study, and to then select courses at WMAC that will apply to their major/degree program. The Academic Dean, Registrar, and Admissions personnel are all actively involved in counseling incoming students throughout this process. The transfer process and stated requirements apply to all students seeking to obtain a degree.

Students not seeking a degree may enroll in up to 11 hours of classes per year as a continuing education student. When student reaches 12 hours of college credit, a high school diploma or GED is required before taking additional courses. Transfer students are required to take the placement assessment if college-level math and English credit are not already earned. Prerequisite tests may also be required for courses as deemed necessary by the instructor and could be used for academic placement. The Office of the Registrar follows appropriate and documented procedures to ensure the validity of all incoming high school transcripts and transfer credits. Following the verification procedure, the Registrar prepares and signs a memorandum documenting the above procedure. The memorandum is placed in the student’s academic file and scanned into the student’s electronic file.
WMAC has adopted policies and practices to establish academic rigor and increasingly higher expectations for student learning. These initiatives result from the collaboration between the Administration, Academic Dean, the Assessment Committee and the Faculty to continually improve the institution. The College Dean, the Assessment Committee and the Assessment Coordinator spearhead most measures to ensure continual improvement in many areas including faculty oversight and dual enrollment policies. The Faculty is largely responsible for classroom-level academic rigor and student learning outcomes. Various input areas often overlap which in turn creates a campus-wide sense of shared responsibility.

**LEARNING OUTCOMES**

In 2009, the Academic Dean, the Assessment Committee and the Faculty initiated a collaborative program to re-evaluate, revise and overhaul the policies and practices related to course prerequisites, course rigor, and course-level expectations for student learning. From the beginning, the intention was to design and establish new measures that were largely faculty-driven to improve the scope, depth, and clarity of course-level standards and practices in relation to student learning assessment.

In August 2009, the College issued the *Wentworth College Educational Objectives, Goals and Competencies*, which outlines the College’s fundamental standards and expectations for student learning. This document represents a college-wide effort, directed by the Academic Dean and the Assessment Committee, to establish a blueprint for curricular goals and student learning outcomes to assess and raise the level of rigor at the course level, while creating a standard of achievement for all students in the College. This document also included the newly adopted College Learning Goals which were initially based on the Missouri Department of Higher Education (MDHE) Learning Outcomes. The process itself for adopting the four comprehensive Learning Goals (Communication, Higher Order Thinking, Managing Information, and Valuing) and the four Knowledge Area Goals (Social/Behavioral Sciences, Humanities/Fine Arts, Mathematics, Life/Physical Sciences) demonstrated an unprecedented level of faculty input and direct participation. The Academic Dean initiated the adoption of the MDHE-based Learning Goals for the College, while the implementation methods and particular assessment tools were designed by the Assessment Committee and Faculty.
Starting in 2009, the Academic Dean and the Assessment Committee designated one Learning Goal per academic year for college-wide assessment, and developed and provided a scoring rubric, while the Faculty determined particular course-level assignments for measuring that year’s Learning Goal. Course-level data was gathered in the Fall Semester, and then again in the spring, with cumulative academic year data being measured and archived in the Spring Semester. This process represented the first time that a comprehensive, college-wide, collaborative effort for data-gathering and analysis was made at WMAC.

In AY 2013-14, WMAC began a process to review, revise, and clarify the Student Learning Goals for the College. Initial changes included the changing of Student Learning Goals to Student Learning Outcomes: WMAC believes that all students should not aspire to the acquisition of these outcomes, but should, in fact, demonstrate proficiency in these areas as outcomes of their education at WMAC. Two successive revisions that stemmed from that initial discussion are currently underway: 1) to revise the language of each individual Learning Outcome so that the wording more clearly establishes links between the Mission and Core Values, and 2) the discipline or area Learning Goals are to be revised into Department Learning Outcomes. The Department Learning Outcomes are to go through the same coordination process as the college-level outcomes, including: 1) establish the links between the Department Learning Outcomes and the Master Syllabi, and 2) include the Department Learning Outcomes in the yearly overall assessment plan.

MASTER SYLLABI REVIEW

In July 2012, a revision of the Master Syllabi for all college courses was initiated. In August 2013, additional revisions were made to the 2012 template. The most fundamental goal of the 2012 revisions was to ensure uniformity particularly pertaining to a clearly defined course description, Learning Outcomes for particular courses, the use of assessment tools, and establishing transparent grading criteria. Further, more comprehensive revisions to the Master Syllabi focused on matching the course-level Learning Outcomes listed in the syllabi to the WMAC Learning Outcomes. The Assessment Committee and the Faculty collaborated on this extensive process to ensure that there was a Master Syllabi for every course, and that it clearly linked the course objectives to the institution’s Learning Outcomes of Valuing, Communication, Managing Information, and Critical Thinking. One of the on-going developments in this area is an initiative to re-work and, in some cases, draft department-level Learning Outcomes and match these outcomes to their respective courses via the Master Syllabi.

FACULTY QUALIFICATIONS

WMAC official policy regarding the academic credentials for its faculty can be found in section 3.0A of the Personnel Policy Manual. All college instructors, regardless of campus location or
mode of delivery, must possess a minimum of a Bachelor’s degree in the subject/discipline in which they will teach, with Master’s and PhDs preferred. WMAC allows non-degree holding instructors--who have experience, verified credentials and credibility within a field--to teach. In such cases, the instructor must have acquired a minimum of eight years of experience in the given field, and can only be hired with the approval of the Academic Dean. The Academic Dean, the Department Chairs, and the Human Resource Director all review the credentials and experience of all potential faculty members. The Academic Dean maintains final approval of all faculty appointments regardless of campus or mode of delivery. All faculty transcripts are maintained by the Human Resources Director.

DUAL ENROLLMENT PROGRAM

The WMAC Dual Enrollment Program currently partners with twenty-nine high schools that offer dual enrollment credit on their campuses and two local high schools (Lexington High School and Higginsville High School) that allow their students to complete classes on the Wentworth Campus. In December 2011 (Feb 2012 amended version issued), the MDHE conducted an electronic survey as an evaluation of all Dual Enrollment Programs in Missouri to determine their fulfillment of the CBHE Dual Credit Policy and Principles of Good Practice for Dual Credit. WMAC participated in the survey and received a “generally compliant” evaluation, except in the areas of Faculty Qualifications and Support. In response to the concerns stated by the MDHE and to improve the program overall, several changes were implemented to raise the level of standardization and ensure academic rigor in every course offered off-campus. The College’s Dual Enrollment Program established the following standards for dual credit classes:

1. All dual enrollment classes must use the textbook currently in use on the Lexington campus.
2. Students seeking eligibility for dual enrollment classes must be a high school junior or senior, have at least a 3.0 GPA (on the 4.0 scale), and be recommended by the high school principal or their official designee. Students must also complete any prerequisites for a particular college class.
3. The updated Master Syllabi for each course currently offered at the Lexington campus will be provided for all dual credit instructors.
4. The WMAC Dual Enrollment Program has also provided more specific policies and procedures regarding enrollment, grading scale, payment, tuition, student conduct, student change of status, and etc. These policies and procedures are listed in the Student Handbook and College Catalog and the Policies & Procedures Manual.
5. In order to ensure compliance with curriculum and course rigor, each dual enrollment instructor is provided a short exam insert that must be administered and graded at the end of each dual credit course. The exam should be a portion of the final exam and must be worth 20% of the final exam grade.
In AY 2012-2013, the procedural changes to the Dual Enrollment Program resulted in a higher degree of academic standardization with the main campus, and provided substantive data to evaluate student learning as well as compliance with the DE program requirements. For example, the final exam inserts that were returned completed and graded totaled 107 out of the 115 dual enrollment classes offered, which was a return rate of 93%. The completed exam inserts have been provided to the appropriate main campus department chairs. The discrepancy of a nearly 7% return rate stemmed from a miscommunication between a department chair and a dual credit instructor regarding the use of updated inserts. In order to resolve this problem in the future, new dual exam inserts will be provided via email to the dual credit instructors at the beginning of each semester whether changes were made or not.

4.A.5

THE INSTITUTION MAINTAINS SPECIALIZED ACCREDITATION FOR ITS PROGRAMS AS APPROPRIATE TO ITS EDUCATIONAL PURPOSES.

Wentworth College does not offer any programs that require specialized accreditation.

4.A.6

THE INSTITUTION EVALUATES THE SUCCESS OF ITS GRADUATES. THE INSTITUTION ASSURES THAT THE DEGREE OR CERTIFICATE PROGRAMS IT REPRESENTS AS PREPARATION FOR ADVANCED STUDY OR EMPLOYMENT ACCOMPLISH THESE PURPOSES. FOR ALL PROGRAMS, THE INSTITUTION LOOKS TO INDICATORS IT DEEMS APPROPRIATE TO ITS MISSION, SUCH AS EMPLOYMENT RATES, ADMISSION RATES TO ADVANCED DEGREE PROGRAMS, AND PARTICIPATION RATES IN FELLOWSHIPS, INTERNSHIPS, AND SPECIAL PROGRAMS (E.G., PEACE CORPS AND AMERICORP.)

The primary goal of WMAC is to prepare our students for the challenges of a 4-year transfer institution, the United States Armed Services, or any of other of their academic, vocational or professional choices. The success of our students can be gauged in their acceptance to a number or regional and national institutions, and their consistent rate of completion. The College also participates in a number of programs that demonstrate its ability to prepare its students for their future accomplishments.

COLLABORATIVE PROGRAMS AND ARTICULATION AGREEMENTS

WMAC maintains relationships with several local 4-year colleges/universities, including Park University, University of Central Missouri, Missouri Valley College, Central Methodist College, and Norwich University. These relationships have developed and evolved as the College revises and improves its own programs. In partnership with Graceland College, William Jewel College and others, WMAC has added health related classes that allow students to complete the prerequisites for a B.S. Degree in Nursing. The presence of a Park University extension office,
staffed by Park University admissions counselors, allows students to complete a B.A. Degree from Park on the Wentworth campus. A similar arrangement exists between WMAC and Missouri Valley College.

WMAC maintains articulation agreements with Lex La-Ray Technical Center and the Lamar Area Vo-Tech Center to offer an A.S. Degree in specific technology fields. Through the WMAC satellite campuses, the College collaborates with a number of communities, including Cameron Missouri, Hermitage Missouri, and Lamar Missouri. These arrangements have fostered connections to community leaders, local businesses, and other regional academic institutions. Each site has a coordinator that is the point of contact between the Lexington campus and the local community.

Since 2006, UCM has partnered with WMAC in tracking the success of its transfer students into that four-year university. The data has shown that not only do Wentworth transfer students graduate at a rate comparable to their peers, they do so with consistently high GPAs (3.0 or better). From 2006-2010, WMAC graduates passed the UCM general education proficiency exam at a 96% rate (as described in Criterion 3) upon transferring to UCM, which is a strong indicator of the success of the WMAC General Education Program.

WMAC’s single most important partnership is with the United States Army Cadet Command. The Army ROTC Program offers students a 2-Year Early Commissioning Program (ECP) and a “2+2” Commissioning Program. The ECP allows qualified Cadet-students to earn their commission in two years and serve in the National Guard or Army Reserve while completing their four-year degree. The 2+2 program is a four-year ROTC scholarship broken into two separate parts. Students attend their first two years at WMAC, where they will earn an Associates Degree and complete Military Science Level 1 and 2. They will then transfer to Missouri Valley College or the University of Central Missouri to complete their 4-year degree and Military Science Level 3 and 4, culminating in a commission as a 2nd Lieutenant. WMAC’s mission with the SROTC Department has been to commission (via successful graduation of the program at WMAC) fifteen cadets per year. To that end, WMAC has averaged 21 commissioned cadets over the last five years, and approximately 19 over the last three, exceeding the mission goal. Moreover, as seen in the table below, in seven of the past eight years, WMAC cadets have also performed above average in GPA compared to the overall national group, Cadet Command (CC) of SROTC cadets.
<table>
<thead>
<tr>
<th>Commissioning Year</th>
<th>WMAC Cadet GPA</th>
<th>CC Average GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3.18</td>
<td>3.01</td>
</tr>
<tr>
<td>2010</td>
<td>3.17</td>
<td>3.01</td>
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<tr>
<td>2011</td>
<td>3.19</td>
<td>2.96</td>
</tr>
<tr>
<td>2012</td>
<td>3.37</td>
<td>2.95</td>
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<tr>
<td>2013</td>
<td>3.20</td>
<td>2.98</td>
</tr>
<tr>
<td>2014</td>
<td>3.29</td>
<td>3.06</td>
</tr>
<tr>
<td>2015</td>
<td>3.07</td>
<td>3.11</td>
</tr>
<tr>
<td>2016</td>
<td>3.75</td>
<td>3.13</td>
</tr>
</tbody>
</table>

WMAC is one of seven preparatory schools in the United States to participate in the United State Air Force Falcon Program. Falcons are students who, for any number of reasons, were not admitted directly into the Air Force Academy but whose credentials were strong enough to merit further consideration after completing one year of intensive studies in prescribed curriculum of Math, Physics and English at one of the preparatory schools like WMAC. For multiple consecutive years, one hundred percent of Wentworth Falcons have met the US Air Force requirements for acceptance into the Air Force Academy. WMAC’s primary mission in preparing the Falcons centers on their success in their year-one coursework at the Air Force Academy. WMAC has been highly successful in this goal; in three of the last six years, 100% of WMAC Falcons have successfully completed their first year at the Air Force Academy. From 2008-2014, 90% of all WMAC Falcons completed their freshmen year at the Air Force Academy.
WMAC maintains that our Falcons receive the academic and personal experience that prepares them to succeed beyond their initial year at the Air Force Academy. While the table below only accounts for the first three classes of Falcons in the last six years, 80% of all Wentworth Falcons that have been accepted into the Air Force Academy have gone on to graduate from that same institution. It is evident that WMAC Falcons receive the superior training and experiences necessary for success throughout their academic careers.
4.B.

THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL ACHIEVEMENT AND IMPROVEMENT THROUGH ONGOING ASSESSMENT OF STUDENT LEARNING.

The 2008 HLC Comprehensive Visit demonstrated a clear need to redefine the assessment processes and means of measuring student learning at nearly every level of the institution. Under the direction of the President, the Academic Dean, the Department Chairs, and the newly established Accreditation Steering Committee a collective and collaborative campus-wide mandate was conceived and gradually implemented to create a current and viable assessment culture that would incorporate the institution’s tradition-oriented ethos. The Mission Statement clearly articulates this aspiration, and demonstrates an institutional determination to incorporate both established values and innovative institutional goals to meet the challenges of the 21st century. Throughout its history, WMAC has provided its students with the academic and ethical tools necessary to meet contemporary challenges. The need and desire to assess, adapt and improve the content and deliverability of these tools is what shapes our current mission. In turn, our determination is reflected in the steps taken to establish a culture of learning and assessment that manifestly represents our history and our future.

4.B.1

THE INSTITUTION HAS CLEARLY STATED GOALS FOR STUDENT LEARNING AND EFFECTIVE PROCESSES FOR ASSESSMENT OF STUDENT LEARNING AND ACHIEVEMENT OF LEARNING GOALS.

In 2009, the adoption of college-wide Student Learning Outcomes (formerly Learning Goals) was a significant step towards creating a more comprehensive program for the assessment of student learning. During the next two years, the Academic Dean and the Assessment Committee collaborated with the Faculty to integrate the Learning Outcomes (Critical Thinking, Valuing, Managing Information and Communication) into the course curricula across-the-board. A yearly rotation of each Learning Outcome was implemented to provide ample time to select assignments, gather and then analyze the data. The Faculty was given the opportunity to choose their own assessment tools and data gathering method.

On almost every level, this process was unprecedented at WMAC. However, despite the initial success of our efforts pertaining to faculty buy-in, implementation and data gathering, the realization remained that there was a substantive gap in our methodology and analysis of the Learning Outcomes. In an effort to address this issue, the President, Academic Dean, and Accreditation Steering Committee jointly approved the decision to apply for admission to the HLC Academy for Assessment of Student Learning.
THE WENTWORTH COMPREHENSIVE ASSESSMENT PROJECT (WCAP)

In July 2011, WMAC applied and was accepted to the HLC Academy for Assessment of Student Learning. Following a series of Academy workshops, the Accreditation Steering Committee formulated and adopted a four-year project to better gather and analyze data pertaining to student learning. Titled the Wentworth Comprehensive Assessment Project (WCAP), the project was designed to address our most significant assessment needs by providing an institution-wide, faculty-designed and implemented instrument to assess the evidence of student learning currently archived (2009-2011) and all future data-based evidence.

Under the direction of the Academic Dean, the Accreditation Steering Committee, and the Assessment Committee, a comprehensive rubric for the assessment of Learning Outcomes was adopted as the primary tool of the WCAP. The Assessment Committee, consisting of the Department Chairs, designed the WMAC learning outcome rubrics, incorporating input from the Faculty and Staff. The rubric is intended to be broad enough in scope to encompass all disciplines while specifically linking classroom and department-level practices to the college-wide Learning Outcomes. A universal rubric that can be used in every department provides an accurate and useful analysis of student learning at the classroom level and provides the basis for change at the department and institutional levels.

In addition to establishing a more comprehensive, consistent approach to the assessment of student learning, the WCAP reflects the college’s determination to form a collaborative project that requires input from multiple levels, including:

- Project oversight by the Academic Dean.
- Rubric design by the Assessment Committee.
- Data collection, archiving, and analysis by the Assessment Coordinator.
- Evidence collection by the Department Chairs.
- Development of rubric-linked classroom assessment tools by the Faculty.

The application of the WCAP was designed with the following advantages in mind:

- It can be universally implemented in every department.
- It links General Education course curricula to multiple Learning Outcomes.
- It provides useable, standardized data to assess individual course curricula.
- The resulting analysis will impact decision-making at multiple levels.

In July-August 2011, the Assessment Committee designed a rubric for the Learning Outcome “Valuing”. Every academic year a different Learning Outcome will be analyzed using the WCAP rubric. The Faculty chose particular classroom assignments for the rubric and gathered and submitted their data to the Academic Dean and the Assessment Coordinator. In the Spring
2012 Semester, analysis of the data was conducted by the Academic Dean, the Assessment Committee and the Assessment Coordinator. During the Spring Semester, the Assessment Committee also revised the WCAP rubric for the next year after gaining input from the Faculty.

RESULTING CHANGES IN DATA COLLECTION AND ANALYSIS

In AY 2013-2014, additional changes to the assessment process were made. Initial reporting of the Learning Outcomes was being delivered as a single average score per student which was then averaged per course, and then averaged again per department. While the results of the previous year’s assessment were encouraging in that they demonstrated that Wentworth students were, on average, meeting the standard of its learning outcomes, the coarse data did not permit more fine grained analysis. In AY 2013-2014, a standardized reporting form was developed that asked the Faculty to report their scores for each of the three separate competencies per Learning Outcome for each individual student. Data was collected that could then be analyzed on an instructor, course, department, or college level for the learning outcome as a whole or along any of the particular competencies. While this was a substantial improvement in the collection and analysis of assessment data, it led to the recognition of an additional area for improvement at the process-level. All students were being evaluated at the level of what is expected for a graduate of WMAC to have achieved with respect to the Learning Outcomes. However, the current assessment made no provision for a student’s progression in the degree (the difference between a first-semester freshman and a fourth-semester sophomore), nor did it allow for differences in expectations for particular courses. As a result, on-going revision of the assessment process is currently developing a further revised reporting process that will include information about a student’s progression in the degree process, as well as developing specific course-level assessment targets for each particular College and Department Learning Outcome.

ONGOING REVISIONS TO THE WCAP

Moreover, the Learning Outcomes are being revised, not for substantive reasons, but in order to bring them more closely in line with the WMAC values as put forth in its Mission and Value Statements. As noted previously, the original Learning Outcomes were primarily derived from the MDHE, and didn’t reflect WMAC’s unique tradition of imparting the values from its Mission Statement, or PALMS and its Core Values or THIRD. The current revision of the Learning Outcomes seeks to integrate the assessment methodologies and practices that are increasingly shaping WMAC’s culture of collaboration and assessment with the values and moral standards that the institution has imparted to its students for generations.
4.B.2

THE INSTITUTION ASSESSES ACHIEVEMENT OF THE LEARNING OUTCOMES THAT IT CLAIMS FOR ITS CURRICULAR AND CO-CURRICULAR PROGRAMS.

From 2009-2011, WMAC responded to the challenges made evident by the 2008 HLC Comprehensive Visit by adopting clearly articulated Learning Outcomes and new processes to measure student learning. In 2011, participation in the HLC Academy for the Assessment of Student Learning, and the development of the WCAP rubric, provided the external guidance that was necessary to further evolve our assessment culture. This developmental, largely institution-wide process resulted in numerous procedural changes and the creation of assessment practices that are sustainable, relevant and measurable.

COLLEGE-LEVEL ASSESSMENT RESULTS, ANALYSIS AND CHANGES

In the Fall 2013 Semester, the analysis of the data gathered from the assessment of the Learning Outcome “Managing Information” revealed several concerns; 1) targets were needed for particular courses in order to identify if students were fulfilling the Learning Outcomes in accordance with their progression through their degrees; 2) several courses demonstrated strikingly abnormal statistical distributions.

English 102 was chosen as a pilot course to analyze for determining course-targets. Managing Information is explicitly taught in this course during the second semester, and first year students could thus reasonably be expected to be meeting the standard (a score of 2 or higher). Scores were analyzed over the course of the academic year and when it was found that students were in fact averaging above a score of 2 (and thus the majority of students were in fact meeting the standard), the Assessment Coordinator recommended the following: 1) the target score for all students in the Managing Information learning outcome in English 102 is a 2; and 2) following from the preceding, all students who have successfully completed English 102 should be expected to continue to demonstrate at least a score of 2 in Managing Information, regardless of the particular course. Further course targets are set to be developed through similar processes in AY 2014 – 2015.
AY 13-14 Managing Information Weighted Averages, English 102

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>Access</th>
<th>Evaluate</th>
<th>Organize</th>
<th>Total Adjusted Rubric Points, All Students, All Categories</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>30</td>
<td>23</td>
<td>26</td>
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<td>2.5</td>
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</tr>
<tr>
<td>2</td>
<td>34</td>
<td>45</td>
<td>38</td>
<td>234</td>
</tr>
<tr>
<td>1.5</td>
<td>21</td>
<td>17</td>
<td>18</td>
<td>84</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>12</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>Total Adjusted Rubric Points per Individual Category</td>
<td>275</td>
<td>269</td>
<td>283.5</td>
<td>827.5</td>
</tr>
<tr>
<td>AY Rubric Score Averages</td>
<td>2.22</td>
<td>2.17</td>
<td>2.29</td>
<td>2.22</td>
</tr>
</tbody>
</table>

In addition, some courses returned results that were difficult to interpret. During this early stage of more sophisticated statistical analysis, inexperience dictated repeating the same variables in these courses in the spring semester. As seen in the tables below, in several cases the data pattern repeated itself almost exactly in the spring, leading to the actions discussed below. The first reaction to this data was to discuss any and all potential causes for the abnormal distribution of scores. Among the potential reasons for the anomalous data returned from the Fall 2013 Semester assessment (all of which concerned an abnormal amount of high scores with no or low numbers of corresponding low scores) were: 1) a small sample of students who did, in fact, perform well above normal as a group; 2) a misunderstanding of how to use the WCAP scoring rubric to assess the students; 3) an assignment that was not properly designed; and 4) an instructor who needed further instruction in assessment. In order to determine the cause of the abnormal data, the Academic Dean and the Assessment Coordinator made the decision to ask instructors to repeat the same assignments in their courses in the 2014 Spring Semester.
In May 2014, a faculty assessment training meeting focused on implementing proactive measures to reduce misunderstandings pertaining to rubric usage or the goal and purposes of assessment practices. The meeting consisted of a norming exercise as well as detailed instructions and Faculty-wide conversations about WMAC’s assessment process and what it was designed to accomplish. Following the spring semester, Art 101 (and several other courses) again displayed the same pattern of anomalous data. It was determined then that potential causes 1) and 2) had been eliminated, and that further action was necessary to determine whether potential causes 3) and 4), alone or in tandem, or some other unforeseen cause, was to blame. The Academic Dean, Assessment Coordinator, and Assessment Committee are currently discussing potential action plans to address the issue, including specialized professional development on assessment practices, or assignment and curriculum review.

4.B.3

THE INSTITUTION USES THE INFORMATION GAINED FROM ASSESSMENT TO IMPROVE STUDENT LEARNING.

WMAC has taken substantive and impactful steps, including the significant allocation of fiscal and human resources, to improve student learning based directly on the information gained from the WCAP and other assessment practices.

DEVELOPMENTAL COURSES

WMAC has two developmental courses that target at-risk students and constitute transitional courses which prepare these students for credit-bearing coursework: Math 100 and English 100.
WMAC is a two-year (four-semester) college and its degree paths require students to pass either three credit-bearing Math or English courses (depending on A.A. or A.S. requirements). In 2012, English 100 was added to the curriculum as a direct outcome of English assessment results that identified a clear, at-risk population of students who were consistently failing in English 101. Recent concerns about the completion rates of students in the developmental courses focus on the need to take the developmental courses and still complete the three required courses within the limited time of the next three semesters. There is also a concern over the overall effectiveness of the developmental courses in preparing students for their credit-bearing antecedents. Continual assessment and analysis is determining the degree to which those classes are succeeding at both goals, as well as what resultant actions may be necessary.

In AYs 2012-2013 and 2013-2014, the WCAP provided the opportunity for more thorough analysis of all the currently offered courses along a number of vectors, including the performance of students taking English 100 and Math 100. The major concern with these developmental courses was their effectiveness in preparing students for success in the required credit-bearing courses in English and Math.
The analysis showed that student performance in English 100 and Math 100 was a nearly direct one-to-one indicator of student performance in English 101 and Math 101, the first credit bearing courses in the English and Math cycles. These results were predictable and the outcomes expected. However, that predictive power was lost to some degree regarding student performance in the final course of each cycle; English 102 and Math 111. It is important to note that in both cases the initial sample size for the final courses was extremely small so the results were potentially skewed by a number of factors. Given that, the data will continue to be tracked in order to see if students who succeed in the first course of the cycle succeed in the second course, or if there are issues that have yet to be identified and addressed.

**STUDENT SUCCESS STRATEGIES COURSE (SSS100)**

Increasingly comprehensive assessment practices helped identify shortcomings in areas such as student orientation in preparing for college-level academics and finances. The course Student Success Strategies (SSS100) was a direct result of concerns that arose from exit polls, end-of-year surveys, and other assessment tools. Student Success Strategies (SSS100) is an 8-week, required course that assists new students in the transition to WMAC and college life in general. The Learning Goals for the course, include: Academic Goals, Time Management, Organization, Critical Thinking, and Communication. Valuable information is also provided on student loans, study habits, test-taking strategies, note taking, and WMAC’s policies on academic dishonesty. Moreover, since its inception numerous changes have been made to the material covered as a direct result of assessment, including an increased focus on clarifying what constitutes academic dishonesty and what disciplinary actions may result from it, as well as the studying, note-taking,
and organizational strategies that were lacking among student populations that failed to pass one or more courses during the academic year.

**FACULTY ADVISING PROGRAM**

In 2010, the Faculty Advising Program was initiated in an effort to provide more extensive advising for sophomores as they approached graduation. Every faculty member was assigned a sophomore to advise on degree completion status, end-date progress, and transfer plans. Initially the program lacked clear definition and to some degree was un-supported owing to a clear direction or outcome. In the 2014 Spring Semester, the program was renewed with a more specific mandate to provide academic advising for at-risk sophomores. The immediate objective was to create a one-on-one, voluntary opportunity for students in danger of not graduating to meet with a Faculty Advisor, ideally one with an established relationship, and determine a strategy for degree completion. The Faculty was also asked to indirectly assess the deficiencies in their advisees’ study habits, organization, and understanding of academic dishonesty. During that semester, at the mid-term, 47 cadets were receiving at least one failing grade. Those 47 cadets were assigned a Faculty Advisor; at the end of the semester only 15 received a failing grade, a 68% reduction.

In May 2014, the Academic Dean and the Faculty met to determine the viability of the program and the possibility of broadening its scope by identifying at-risk students upon admission to the College. In addition, areas of weakness were identified in SSS100, which was viewed as a course that could directly support the mission of the Faculty Advising Program. The conversation concerning student preparation and advising is ongoing and resulted in a revised program for the 2014 Fall Semester. One initial change stemmed from data gathered on graduation rates sorted by high school GPAs and identified one at-risk population which resulted in the following change effective in the 2014 Fall Semester: all incoming freshman, both cadets and commuters, with a high school GPA below 2.0 were assigned a Faculty Advisor at the beginning of the semester. Another change was the addition of a student survey of SSS100 to gather data to help assess the perceived value of that course.
### Retention and Graduation Data by High School GPA

<table>
<thead>
<tr>
<th>GPA</th>
<th>Number Admitted</th>
<th>Number Retained</th>
<th>Number Graduated in 100% Time</th>
<th>% Retained</th>
<th>Percent Graduated in 100% Time</th>
</tr>
</thead>
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<tr>
<td>0.00 to 0.67</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0%</td>
<td>0.0%</td>
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<tr>
<td>0.68 to 1.34</td>
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<td>2</td>
<td>0</td>
<td>100.0%</td>
<td>0.0%</td>
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<tr>
<td>1.35 to 2.01</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>27.3%</td>
<td>9.1%</td>
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<td>2.02 to 2.68</td>
<td>34</td>
<td>16</td>
<td>8</td>
<td>47.1%</td>
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<td>2.69 to 3.35</td>
<td>48</td>
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<td>50.0%</td>
<td>29.2%</td>
</tr>
<tr>
<td>3.36 to 4.00</td>
<td>29</td>
<td>19</td>
<td>13</td>
<td>65.5%</td>
<td>44.8%</td>
</tr>
</tbody>
</table>

4.B.4

**THE INSTITUTION’S PROCESSES AND METHODOLOGIES TO ASSESS STUDENT LEARNING REFLECT GOOD PRACTICE, INCLUDING THE SUBSTANTIAL PARTICIPATION OF FACULTY AND OTHER INSTRUCTIONAL STAFF MEMBERS.**

WMAC’s assessment program is structured so that the participation of almost every level of the Administration and the Faculty is involved. The Academic Dean, Assessment Coordinator, Assessment Committee, the Accreditation Steering Committee all directly contribute to the creation, implementation, and analysis of assessment data, procedures, and processes. Additionally, WMAC holds a minimum of four yearly (two per semester) faculty developmental meetings in which its assessment program is directly discussed, instructed, and improved upon. It is through the contribution and the feedback of the Faculty at these meetings that a number of changes to the assessment program have been made, including the formalized data collection form, the desire for training in rubric scoring, as well as the development of department level learning outcomes.

4.C.

**THE INSTITUTION DEMONSTRATES A COMMITMENT TO EDUCATIONAL IMPROVEMENT THROUGH ONGOING ATTENTION TO RETENTION, PERSISTENCE, AND COMPLETION RATES IN ITS DEGREE AND CERTIFICATE PROGRAMS.**

WMAC is highly committed to retention, persistence and completion rates for all its programs and seeks to improve continually the institutional, departmental and classroom mechanisms necessary for student success in these vital areas.
4.C.1

THE INSTITUTION HAS DEFINED GOALS FOR STUDENT RETENTION, PERSISTENCE, AND COMPLETION THAT ARE AMBITIOUS BUT ATTAINABLE AND APPROPRIATE TO ITS MISSION, STUDENT POPULATIONS, AND EDUCATIONAL OFFERINGS.

The Executive Committee has approved the following retention and persistence rates: for cadets, 70%; for commuters, 50%. These combined numbers exceed the average reported by higheredinfo.org for all two-year colleges in Missouri in 2010, which was 54.7%.

4.C.2

THE INSTITUTION COLLECTS AND ANALYZES INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF ITS PROGRAMS.

ENROLLMENT

WMAC uses IPEDS to track the retention and graduation rates of its first-time, full-time students (FTFTS). In the previous three academic years, the smallest number of FTFTS was 82 (AY 2010-11), and the largest was 135 (AY 2011-12), a 60% difference in positive growth. While the College serves a small population of students, that population is growing along a number of demographic vectors that reflect the institutional progress made by WMAC in that time. In a typical academic year, anywhere from 40 to 70% of the FTFTS are boarding cadets, and that proportion is now more typically 60% or above with the resurgence of WMAC athletic programs. Female students, particularly female boarding cadets, have seen a steady increase in enrollment, also most likely due to athletics.

![Three Year Female Enrollment](chart.png)
WMAC has also seen an increase in its ethnic diversity in those same years, particularly in the number of African American and Native Hawaiian/Pacific Islander students.

**Enrollment by Ethnicity**

![Graph showing enrollment by ethnicity]

**Ethnicity Code**

<table>
<thead>
<tr>
<th>(AS) Asian</th>
<th>(AI) American Indian or Alaska Native</th>
<th>(BA) Black or African American</th>
</tr>
</thead>
<tbody>
<tr>
<td>(CA) Caucasian</td>
<td>(HL) Hispanic/Latino</td>
<td>(NH) Native Hawaiian\ Pacific Islander</td>
</tr>
<tr>
<td>(TW) Two or more races</td>
<td>(OU) Other/Unknown</td>
<td>(NRA) Non-Resident Alien</td>
</tr>
</tbody>
</table>

**RETENTION**

Retention of those FTFTS has been stable over the past three years at approximately 50% (50% in AY 2010-11, 48% in AY 2011-12, 51% in AY 2012-13, 52.5% in AY 2013-14, and 52.7% in AY 2014-15). Commuting FTFTS are the only current student population which showed a persistent negative trend in retention, one which WMAC is hopeful it has successfully addressed, as evidenced by the recent gains in FTFTS commuting retention.
Retention rates for that same period have been both comparable and stable when sorted by sex.

Retention rates by ethnicity have also been largely positive or stable, with the exception of African American students who first showed a dramatic increase in retention followed the next year by a somewhat less drastic drop in retention. A large percentage of those African American students not retained were athletes, and the College is currently working on a variety of possible solutions to encourage higher retention among African American athletes and students as a whole. These measures include facilities improvements for a range of athletic programs, increased identification of incoming at-risk students coupled with placement in appropriate developmental courses when necessary, faculty advising, and peer tutoring.
**GRADUATION**

Total graduation rates at 100% time to completion (two full academic years) have remained stable at approximately 40%, which is well above the 31.1% average for two-year colleges in the state of Missouri reported in 2009 by higheredinfo.org. Graduation rates for commuting students have seen a steady decline, a trend that certainly reflects the earlier negative trend seen in commuter retention.
Graduation rates by sex have seen male students increase their graduation rates slightly while at
the same time female graduation rates have declined slightly. At present, there is no strong
potential explanation for the disparate trends. Further research is being conducted.

There are, at present, no discernible trends of significance in graduation rates when sorted by
ethnicity.
4.C.3

**THE INSTITUTION USES INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF PROGRAMS TO MAKE IMPROVEMENTS AS WARRANTED BY THE DATA.**

The primary source of information that drives practice changes concerning retention comes directly via WMAC students through a variety of surveys and focus groups. The College has implemented a number of improvements and changes, including the following:

- 2011-2015 Participation in the HLC Academy for Assessment of Student Learning
- Developmental Math (Math 100) and English (English 100) courses,
- the Student Success Strategies course, (SSS100)
- the Faculty Advising Program
- Computer Lab updating and renovation
- Wi-fi and internet service improvements
- New Physical Fitness Center
- Chromebook program
- Creation of Student Services Office
- Moodle Rooms adoption for face-to-face and online use
- 4-Year College Partnerships with Missouri Valley and University of Central Missouri
- Associate of Arts in Homeland Security

4.C.4

**THE INSTITUTION’S PROCESSES AND METHODOLOGIES FOR COLLECTING AND ANALYZING INFORMATION ON STUDENT RETENTION, PERSISTENCE, AND COMPLETION OF PROGRAMS REFLECT GOOD PRACTICE. (INSTITUTIONS ARE NOT REQUIRED TO USE IPEDS DEFINITIONS IN THEIR DETERMINATION OF PERSISTENCE OR COMPLETION RATES. INSTITUTIONS ARE ENCOURAGED TO CHOOSE MEASURES THAT ARE SUITABLE TO THEIR STUDENT POPULATIONS, BUT INSTITUTIONS ARE ACCOUNTABLE FOR THE VALIDITY OF THEIR MEASURES.)**

WMAC uses IPEDS as its primary source for collecting and analyzing all information that relates to student retention, persistence, and completion.

**STRENGTHS**

Improvements have been made and are continuing to ensuring that dual enrollment and distance learning programs deliver the same standard of educational experience as the main campus, along with active participants in all areas of assessment.
A demonstrable culture of assessment has developed at the College, via the evolutionary process surrounding the College Student Learning Outcomes, in the adoption of relevant analytic tools, greatly increased faculty training and collaboration, accurate data gathering and improved analysis through the guidance of the Assessment Academy. WMAC graduation rates continue to excel as demonstrated by the Falcon Program and overall WMAC graduate performance at 4 year institutions.

There have been a number of successful initiatives that are direct outcomes of implemented assessment practices: developmental courses in English and Math, the Student Success Strategies course, and the Faculty Advising Program.

**CHALLENGES**

Wentworth can demonstrate the quality of its education is consistent among the main campus, distance learning platform, and its dual enrollment students. However WMAC recognizes the need to strengthen assessment mechanisms, oversight, and analysis at the three off-campus sites. In June 2014, WMAC reorganized its staff to provide more direct supervision of the site coordinators and site faculty. Additional efforts focused on gathering evidence of student learning have been ongoing at the sites since AY 2013-2014.

WMAC has found it difficult to acquire data on graduation rates from four year institutions beyond the Air Force Academy and UCM. The Registrar is researching ways to obtain more of this data.

The majority of WMAC graduates transfer to four year colleges or universities. As a result, WMAC has not prioritized collection of data showing employment rates and types of employment by Wentworth graduates. During AY 2014-2015, the Student Services Coordinator is developing techniques to acquire this type data.

During the spring of AY 2014-2015, the final step of the WMAC Assessment Project needs to be implemented. This step involves the implementation and documentation of action plans addressing instructional and professional development shortfalls identified through assessment. This process is already underway. The Accreditation Steering Committee and the Assessment Committee will collaborate to accomplish this final step in completing the Assessment Academy project.
CRITERION FIVE: RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS:

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

CORE COMPONENTS

5.A.

THE INSTITUTION’S RESOURCE BASE SUPPORTS ITS CURRENT EDUCATIONAL PROGRAMS AND ITS PLANS FOR MAINTAINING AND STRENGTHENING THEIR QUALITY IN THE FUTURE.

5.A.1

THE INSTITUTION HAS THE FISCAL AND HUMAN RESOURCES AND PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE SUFFICIENT TO SUPPORT ITS OPERATIONS WHEREVER AND HOWEVER PROGRAMS ARE DELIVERED.

FISCAL RESOURCES

WMAC seeks to generate continuous improvement and support its Mission through the strategic allocation of its human and financial resources. The CFO and the Senior Staff (cost center managers: VP for Operations, VP for Enrollment Management, VP for Institutional Advancement, VP for Academic Affairs, Academic Dean, Commandant, and Athletic Director) meet annually in February to initiate the budgeting process for the next academic year. The highest priority of the annual meeting is the maximization of fiscal resources through innovation and campus-wide collaboration. The S.O.A.R. Budget process (Strategic Organizational Alignment of Resources) involves all of WMAC’s internal constituencies, requiring that each department comes to its own understanding of the overall mission of the institution as a whole, and translate that mission into specific departmental objectives.

Most recently, for AY 2014-2015, the President directed that WMAC’s Strategic Planning Priorities be focused on the “Three Rs”: Recruitment, Retention and Fund Raising. Supporting that framework, the President approved specific priorities from the institution’s Strategic Plan. The CFO provided financial guidance to the Senior Staff in their efforts to formulate and submit their area-specific objectives, key performance indicators, and measures of success. The Senior
Staff subsequently formulated objectives that clearly support the stated priorities and include the following measures:

**RECRUITMENT**

- Review, revise, and implement a complete Enrollment Management Program focused on attracting students through all recruiting streams: the High School, the College, the Athletic Program, the International Program, commuter students, the Dual Enrollment Program, and the U.S. Army SROTC.
- Achieve a boarding student enrollment of 300 in the Fall Semester of 2014. This will be achieved through the collaboration of every department on campus with the Enrollment Management Program.

**RETENTION**

- Identify the impact of every area on retention and determine the necessary campus-wide initiatives for retention improvement.
- Continue to implement and refine the new, software-based integrated, college-preparatory, 4-year high school curriculum, providing a seamless transition into the College’s curriculum.
- Achieve HCL accreditation for the College online degree program.
- Implement Phase II of the Chrome book program, which includes issuing Chromebooks to all WMAC Faculty and boarding students, and make Chromebooks available to commuter students.

**FUND RAISING**

- Implement a more integrated and sustainable Alumni Relations Department to more effectively inform, serve and connect with alumni. This department will be an integral component of the overall institutional advancement process.
- Further develop the Employee Annual Fund and Board donations to support the institution’s grant worthiness. Increase the allocation of resources for grant writing.
- Implement a development strategy to reach new contributors and grow existing contributors to new levels of giving.

After these goals were vetted by the Senior Staff, each department tailored their budget requests to include the necessary funds only to accomplish those objectives that tie directly to the prioritized portions of the Strategic Plan.
To help ensure that WMAC’s fiscal resources are sufficient from a long-term perspective, the President, with advice from the CFO, purposely budgeted conservatively regarding revenue, and as accurately as possible with expenses. In addition, the President, with advice from the CFO, directs the budget to include reasonable operational surplus expenses ranging from 3-5%.

The chart below shows WMAC’s operating expenses by program, and reflects the institution’s financial commitment to the improvement of its academic and instructional programs through the direct allocation of funds to Instruction, Academic Support, and Student Services.

WMAC’s financial data from the Annual Institutional Data Update (AIDU) for fiscal years 2012-2014 is listed in the table below. As shown, the College has improved its composite score over each of the past three fiscal years, with its most recent score in 2014 being a 1.51. Overall, the College is adopting policies, procedures, and practices described here and elsewhere that will provide a stable financial foundation from which to operate.
### HUMAN RESOURCES

Over the past several years, WMAC has engaged in several well-planned, purposeful initiatives to ensure that all current and future employees will be among the institution’s strongest assets in meeting the Mission, and function as a driving force in generating continuous institutional improvement.

WMAC began its Human Resources initiative by evaluating the functionality of the administration’s organizational structure. The evaluation process resulted in eliminating or combining key positions while adding new personnel in some areas to better serve the Mission. Three key changes were implemented in the last two years, including:

- The positions of Superintendent and President were combined into the Office of the President. This model was used successfully in the past. The duties of the Superintendent are now divided between the President and the VP for Operations. This change streamlines the top leadership of the institution and is a cost-saving measure.

- The duties of the Dean of Students and the Commandant were combined into one position: the Commandant. This change was intended to consolidate the oversight of non-athletic activities on campus (outside the classroom) for both cadets and commuter students. This consolidation is a cost-saving measure.

- The Director of Distance Learning position was created. The President approved creation of this new staff job for two primary reasons: 1) To provide more focused leadership and stronger communication for the three college sites and 2) To lead the ongoing efforts to
achieve accreditation to offer an Associate’s degree through the Distance Learning Program.

WMAC adopted a merit based compensation system to reward those employees that best exemplify, achieve, and facilitate the achievement of its Mission goals. The Board of Trustees sees this process as a meaningful way to reward employees dedicating themselves to achieving the varied goals of the institution, even during a period of constrained resources. In two of the last three years, the Board of Trustees authorized the institution to award an average 2% salary increase to instructors. The President gave the Academic Dean the option to vary the amount of the salary increase among the instructors, based upon their performance. The Dean assessed faculty performance to be strong and determined that the amount of salary increase should vary in two cases. The implementation of merit-based pay continues to be discussed and adjusted by the Senior Staff as one aspect of continuous institutional improvement.

WMAC believes that the direct contribution of its employees to the achievement of the Mission is essential to institutional success. With that in mind, WMAC recently revised its employee-position descriptions and added annual goals to personnel reviews. These improvements are designed to create a cohesive, coherent program that will improve human resource standards in direct relation to infrastructure development. In addition, improved Human Resource standards create a campus-wide working environment based on collaboration and employee buy-in that reflects the goals and aspirations of the WMAC Mission Statement, Value Statement, and College Learning Goals.

PHYSICAL INFRASTRUCTURE

WMAC is aware of what comprehensive national studies have confirmed: campus infrastructures are in need of heavy investment and deferred maintenance cost estimates are staggering. WMAC is also aware that it is no exception to this trend. WMAC’s most aggressive current approach to this particular financial need has been to focus its efforts towards fundraising for infrastructure improvements.

The first step in this process was gathering data from all internal and external constituencies to generate a list of priorities to be accomplished over a multi-year period to improve the campus infrastructure. Improvements to the IT Department and the renovation of the Fitness Center are two of the most striking examples of infrastructure improvements. The allocation of funds for both projects directly resulted from the Fall Semester 2013 WMAC Student Focus Group Survey. The President, the VP for Institutional Advancement, and the Athletic Director collaborated with the Board and major donors to accomplish both projects.
With the direction of the Board and the help of generous donors, WMAC has either begun or completed numerous renovation projects on campus particularly during the AY 2013-2014. These infrastructure improvements include renovations to the dormitories in which storage space was remodeled into 18 new living spaces. Furniture for the new living spaces was also purchased. The field house received numerous upgrades in the last 3 years, including: refinishing the flooring, improved lighting and the sound system, new heating and air conditioning systems, large ceiling fans, new wrestling mats and remodeled male and female showers and dressing rooms. The new Physical Fitness Center was opened in the Fall Semester 2014. Significant upgrades were made to the food service and dining areas in both the Dining Hall and the Quartermaster’s Office (Campus store), both of which were completed in AY 13. The library was renovated, creating a large study area with computers and a SMART board most of which was also completed in AY 13. Other projects that are underway but have yet to be completed include the purchase and installation of new beds in the dormitories, restoration of the campus buildings’ exteriors, and a new welcome center primarily aimed to foster admissions.

TECHNOLOGICAL INFRASTRUCTURE

To address the rapidly growing and ever changing IT needs of WMAC’s administration, faculty, staff, and students, Wentworth added a new 500.00 per-year per-student technology fee. This new revenue stream allowed the college to launch a substantial, aggressive three year master plan to address the IT needs of all constituents on campus.

Year One (completed 2013-2014)

- Two new student computer labs, equipped with high resolution monitors, virtual desktop software creating faster and more flexible access, and increased bandwidth.
- Increased bandwidth to wireless communications network across the campus. Also eliminated areas on campus that previously had no or unreliable wifi access.
- New administrative servers and network.

Year Two (currently in progress, 2014-2015)

- New Chromebooks issued to all boarding college cadets; Chromebooks made available for purchase to all commuting students.
- New Chromebook computers issued to all full-time and regular adjunct instructors.
- New academic server and network.
- Installation of Stoneware, a consolidated resource delivery system and classroom management software compatible with the Chrome operating system.
- New campus-wide security camera system.
- New, comprehensive enterprise level backup systems, both on and offsite.

*Year Three* (currently in the planning stage)

- New, consolidated campus management software system.
- New desktop units for all administrative staff.
- Additional education software and support for Chrome operating system.

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5.A.2

**THE INSTITUTION’S RESOURCE ALLOCATION PROCESS ENSURES THAT ITS EDUCATIONAL PURPOSES ARE NOT ADVERSELY AFFECTED BY ELECTIVE RESOURCE ALLOCATIONS TO OTHER AREAS OR DISBURSEMENT OF REVENUE TO A SUPERORDINATE ENTITY.**

The S.O.A.R. Budget system not only challenges the school each year to realign and change its allocation of resources as needed, it creates a sense of specific purpose and focus. This greatly reduces, if not entirely eliminates, the occurrence of arbitrary or elective resource allocations. WMAC’s annual audit process will confirm that it has no distribution of revenue to subordinate entities.

5.A.3

**THE GOALS INCORPORATED INTO MISSION STATEMENTS OR ELABORATIONS OF MISSION STATEMENTS ARE REALISTIC IN LIGHT OF THE INSTITUTION’S ORGANIZATION, RESOURCES AND OPPORTUNITIES.**

Given the information provided in response to 5.A.1, bulwarked by the College’s enrollment of students from 17 states and 14 countries, the college’s annual budget/goal setting process, and the academic processes and outcomes noted in other sections of this report, the institution is in a capable position to meet the goals of its Mission, both today and in the future.

5.A.4

**THE INSTITUTION’S STAFF IN ALL AREAS ARE APPROPRIATELY QUALIFIED AND TRAINED.**

The Academic Dean initiates the process for hiring to fill a staff or faculty position by submitting an Employee Requisition form to the Director of Human Resources (DHR). The DHR obtains authorization from the CFO and President to fill the position. The DHR and the Dean then develop the advertisement for the position, based on required qualifications (using the official job description for the position). Qualified candidates are interviewed by a team consisting of the DHR, the Dean and, if applicable, the appropriate department head, whether academic or non-academic. This team collaborates on the decision to hire. This process involves the participation
of all relevant internal constituencies to ensure that all Faculty and Staff are appropriately trained and qualified, as well as represent the best possible hire for achieving the institution’s Mission.

As seen in Criterion 3.C.6, there are key staff positions that are members of national and state organizations as well as regular participants in on-going professional development through those and other organizations.

Part of WMAC’s commitment to employing the most qualified applicants for any and all positions within the institution is to employ those candidates with the highest degree of education as well as relevant experience. The table below shows the highest degree attained for each employee of WMAC, organized by department.

<table>
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<th>Category</th>
<th>HS</th>
<th>Certificate</th>
<th>Associates</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Professional</th>
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</tr>
</tbody>
</table>

5.A.5
THE INSTITUTION HAS A WELL-DEVELOPED PROCESS IN PLACE FOR BUDGETING AND FOR MONITORING EXPENSE.

As mentioned previously, the annual S.O.A.R. budget system does an excellent job of establishing institution-wide objectives and specific annual department goals.

With regard to monitoring, the CFO produces monthly, detailed financial statements that include cost center reports with specific line item detail. They show current month’s expenses, comparison to budget, and any variances. It also provides year-to-date information in the same format. It further includes comparative data at the same point from the previous year.

The CFO also holds a monthly financial meeting with the cost center directors during which organization-wide financial performance is reviewed along with specific cost center
performance. This face-to-face interaction on a monthly basis highlights budgetary issues and changes, and results in a high level of ongoing accountability.

5.B.

THE INSTITUTION’S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION.

5.B.1

THE GOVERNING BOARD IS KNOWLEDGEABLE ABOUT THE INSTITUTION; IT PROVIDES OVERSIGHT OF THE INSTITUTION’S FINANCIAL AND ACADEMIC POLICIES AND PRACTICES AND MEETS ITS LEGAL AND FIDUCIARY RESPONSIBILITIES.

The current Board of Trustees has a range of professional experience, education specialties, and personal experience with WMAC to ensure that it can successfully oversee the development of WMAC’s financial and academic operations, as well as meet its legal and fiduciary responsibilities.

PROFESSIONAL EXPERIENCE

Board members have a range and depth of personal experience in a variety of fields that allows them to bring to bear a tremendous wealth of administrative, financial, and operational experience. Members hold leadership positions in computing security, logistics, healthcare, a Chief of Staff to a United States Congresswoman, founders of non-profit organizations, and prestigious posts at other community colleges. The WMAC Board of Trustees has the proven professional background and experience to successfully oversee the institution’s operations.

EDUCATION

The Board membership represents a broad educational background and includes a variety of disciplines which contributes to the success of the institution. Various Board members hold advanced degrees in Business and Finance, two law degrees, two degrees in political science, one Master’s degree in Social Work, and a doctorate in Educational Leadership and Policy Analysis. This range of educational backgrounds clearly establishes the Board’s credentials for overseeing the financial, academic, and legal operations of the institution.
PERSONAL EXPERIENCE

The Board currently includes ten WMAC alums. These Board Members hold a deep commitment and personal connection to the culture and historic traditions of the institution as well as a long-time awareness of its operational strengths and limitations.

The Corporate Bylaws establish both the range of responsibilities for the Board of Trustees, as well as designates the specific committees by which the Board will provide oversight to specific departments of the institution.

Section 2.9 of the Bylaws list the following responsibilities:

A) The definition of values, mission, purpose, philosophy, and strategic direction of the Corporation
B) The appointment and removal of the Board of Trustees of the Corporation
C) The appointment of the President of Wentworth and the removal of the President from office by a two-thirds vote of the entire Board
D) The appointment and removal of the Officers of the Corporation
E) The amendment and approval of the Articles of Incorporation and the Bylaws of the Corporation
F) The dissolution, merger, consolidation or sale of the Corporation
G) The appointment or removal of the independent auditor or financial advisor
H) The review and approval of operating and capital budgets and financial reports
I) Review and approve real and personal property transactions above $50,000 or other threshold limit established by the Board of Trustees
J) Review and approve all borrowing over $50,000 or other threshold limit established by the Board of Trustees and all short- and long-term borrowing and other forms of indebtedness
K) The review and approval of all major and substantive changes in the educational policies and programs of Wentworth with regard to the mission and focus

Section 5 of the Corporate Bylaws lists the following standing committees and their specified areas of oversight: the Executive Committee; the Academic and Student Affairs Committee; the Finance and Operations Committee; the Governance and Nominating Committee; and the Development Committee.

The Corporate Bylaws have established these responsibilities and these standing committees in order to ensure the Board’s review and approval of relevant matters concerning the institution’s finances, academic affairs, governance, and other areas of legal concern and responsibility. The Bylaws also serve the purpose of providing transparency to the both the functioning and structure
of the Board of Trustees, as well as promoting collaboration with the administration, faculty, and staff of the institution.

5.B.2

THE INSTITUTION HAS AND EMPLOYS POLICIES AND PROCEDURES TO ENGAGE ITS INTERNAL CONSTITUENCIES—INCLUDING ITS GOVERNING BOARD, ADMINISTRATION, FACULTY, STAFF, AND STUDENTS—IN THE INSTITUTION’S GOVERNANCE.

See the response to Criterion 5.B.3.

5.B.3

ADMINISTRATION, FACULTY, STAFF, AND STUDENTS ARE INVOLVED IN SETTING ACADEMIC REQUIREMENTS, POLICY, AND PROCESSES THROUGH EFFECTIVE STRUCTURES FOR CONTRIBUTION AND COLLABORATIVE EFFORT.

Top-down governance influenced by bottom-up response is the standard model for institutional planning. The larger the institution, the harder that ideal is to achieve simply because of the amount of intermediate management and autonomous departments that all need to be accounted for. The College’s relatively small size, and since 2009 a campus-wide determination to achieve transparency and collaboration, has resulted in a well-functioning top-down and bottom-up governance at WMAC. The WMAC Organizational Chart demonstrates that there are usually no more than two intermediate positions between a Faculty or Staff member and the President, and there are only ten discrete functional departments within the College. The Board of Trustees, President, and Vice President for Operations all operate with autonomy in generating policies and procedures for the College, but this is done based on the input of the other departments, often with those policies being drafted by the relevant internal constituencies.

It is the practice of all of the College’s departments, academic and otherwise, to hold regular meetings which directly address the expectations, practices, and policies that govern that department’s job performance. This process takes one of two forms, depending upon department size.

Small departments, consisting of 1-2 employees like the IT Department, generally have individuals directly address concerns and requests for guidance or a procedure changes directly to the VP for Operations. Since most of WMAC’s functional departments employ less than ten full-time employees, most departments use this direct method for directing their own internal governance.
The Faculty represents the largest number of people in a single department and has developed the most clearly articulated model for facilitating internal governance. All full and part-time Faculty members participate in four meetings each year; two which are all-employee meetings that address campus-wide initiatives, training, and areas of concern, such as hazing, reporting of sexual harassment, FERPA, etc. The all-employee meetings reflect the institution’s top-down governance, delivering information that the Board, and Senior Staff have generated between semesters that will impact all areas of the institution. Full and part-time Faculty members also attend two faculty-only meetings at which the Academic Dean translates the areas of institution-wide focus into policies and practices that directly relate to academic issues. While still top-down governance, this level of intermediate guidance and training is one of the College’s unique strengths because of the unique position of the Academic Dean. The Academic Dean holds a position directly below the VP for Operations and is on the Senior Staff which makes the Academic Dean one of the individuals primarily responsible for generating top-level governance.

There are no other intermediate position(s) between the Academic Dean and the Faculty. Therefore, the Academic Dean serves as the direct interface between the Senior Staff and the Faculty. In addition to the bi-annual meetings in which the Academic Dean delivers the Senior Staff’s guidance to the Faculty, there are also monthly meetings of all full-time faculty which address on-going concerns with institutional guidance or novel areas of concern within the academic realm. At these meetings, the Faculty also presents revisions to existing policies, suggests the creation of new practices and procedures, or formally petitions the Senior Staff (via the Academic Dean) for additional guidance where necessary. These meetings, as well as the weekly meetings of the Department Chairs and the Academic Dean, generate substantial bottom-up contributions to the institution, its policies, procedures, and practices.

While its students do not appear on its organizational chart, WMAC firmly believes in incorporating the thoughts, needs, and desires of its students into its governance. The methods and some of the results of this practice have been addressed elsewhere in this self-study, particularly throughout Criterion 4.
5.C.

THE INSTITUTION ENGAGES IN SYSTEMIC AND INTEGRATED PLANNING.

5.C.1

THE INSTITUTION ALLOCATES ITS RESOURCES IN ALIGNMENT WITH ITS MISSION AND PRIORITIES.

Final review and approval of all budgetary requests is the sole discretion of the Board of Trustees, which concerns itself with not just the financial viability of the institution but also the ultimate alignment of budgetary requests with Mission goals and the Core Values.

The budget itself is developed through the collaborative S.O.A.R. process described in 5.A.1, under the leadership and direction of the Chief Financial Officer and Senior Staff. Requests in the budget are made from a synthesis of collected data and anecdotal requests from department Faculty and Staff. Each year, WMAC collects data from all its constituencies specifically aimed at measuring those areas in which the institution is meeting its goals as well as those in which it needs to improve its performance. Student data comes from student surveys and focus groups. Faculty and Staff data comes from in-services, training sessions, and meetings. In addition, the College sends key personnel to national conferences (such as the annual Higher Learning Commission conference in Chicago, IL) to compare and contrast the areas identified as perceived strengths and weaknesses with industry trends, as well as to generate ideas for improvement and solutions to challenges. At the end of each academic year, the President and the Senior Staff participate in a multi-day, year-end session during which significant operational and financial issues are discussed and analyzed. This session results in operational decisions by the President. It also generates assignments to Senior Staff to conduct additional analysis and planning with due dates for reports during the summer. Official notes and assignments from the June 2014 meeting will be in the reference room.

This combination of on-campus data and feedback paired with national trends and approaches facilitates the engagement of the Executive Staff in both short term and long term planning. On a short term basis, the Executive Committee meets briefly and twice monthly to address and plan for those areas of need that either demand immediate attention or can be satisfactorily resolved in the near future. Examples of these areas are: retention and recruitment, updates on Human Resources issues, and issues related to major upcoming events, such as Alumni Weekend on campus. Quarterly, day-long meetings are devoted to those areas of need or improvement which require more integrated and systematic planning. Examples of these areas are: teamwork among departments, developing summer programs, and accreditation initiatives. Previous action plans adopted at both twice monthly and quarterly meetings are also continuously reviewed, revised, and re-implemented as necessary.
5.C.2

THE INSTITUTION LINKS ITS PROCESSES FOR ASSESSMENT OF STUDENT LEARNING, EVALUATION OF OPERATIONS, PLANNING, AND BUDGETING.

WMAC uses a variety of sources of data and processes to collect that data to develop its budget and ultimately decide where to allocate its resources. As described above, WMAC uses established processes for collecting student feedback such as exit surveys, end of course surveys, and focus groups, as well as more informal communication between Faculty, Department Chairs, and the Academic Dean to establish budgetary needs. WMAC’s Assessment Program has only recently achieved a level of stability in assessing its Student Learning Outcomes and analyzing that data; among other goals for the Assessment Program is the use of that data over the next three academic years (a four-year data sample in total) to make specific budgetary requests linked to student performance in demonstrating the Student Learning Outcomes. In both cases, that of formal data and informal faculty and staff communications to the Academic Dean, the Academic Dean is responsible for generating formal budgetary requests to be presented at the S.O.A.R. budgetary meetings, as well as for ensuring that all requests are justifiable by and in alignment with the Mission and Strategic Plan.

One example of formal data collection resulting in budgeting response is the aforementioned renovation of the Physical Fitness Center. Through persistent and voluminous comments made by student-athletes and boarding cadets in a variety of modes and survey types, funds were made available to that end.

An example of the more informal communication leading to budgetary requests and eventual fund allocation was the process by which WMAC’s main science lab was renovated. Each of the past five academic years, the Science Department Chair had asked the Academic Dean for funds specifically to be used in the purchase of equipment that was missing, damaged, or outdated in WMAC’s main college science lab. In each of the past three academic years, the Academic Dean has formally requested those funds in his submission to the S.O.A.R. process. In AY 2014-2015, that request was granted, and those funds were made available and put to use in renovating the science lab.

The creation of WMAC’s Student Success Strategies course (SSI100) and the allocation of funds for its curriculum and staffing are the result of formal data collecting as well as informal communication between the Faculty and Academic Dean. The precursor to WMAC’s current Faculty Advising Program was called Academic Assistance, a program which served any boarding student that had either two Ds or one F in their courses during the course of a semester. Tracking in AYs 2010-11 and 2011-12 showed a dramatic increase in the number of boarding students qualifying as at-risk. Over the course of four semesters and several faculty meetings,
full faculty participation was enlisted in generating a list of skills and instructional areas in which the faculty felt those at-risk students were deficient, such as study skills, time management, academic dishonesty, and other areas of instruction.

5.C.3
THE PLANNING PROCESS ENCOMPASSES THE INSTITUTION AS A WHOLE AND CONSIDERS THE PERSPECTIVES OF INTERNAL AND EXTERNAL CONSTITUENT GROUPS.

ACADEMICS

Within the Academic department, there are no standing subcommittees that direct the planning process. Instead, WMAC utilizes the participation of the Faculty as a whole in all aspects of the academic planning process. Typically, this takes place at regular all-faculty meetings where issues of governance, funding, curricula and other relevant policies are discussed, finalized, accepted, and turned over to the Academic Dean for presentation to the Executive Committee.

When there are specific issues which demand prolonged discussion, data collection, analysis, or research of other kinds, special committees may be formed and exist for as long as their particular task demands. In the last three academic years, for example, a permanent Assessment Committee was established and meets weekly to guide and improve WMAC’s assessment program. A temporary Committee on Academic Honesty fully revised the College’s Academic Dishonesty and Plagiarism policy as well as made several other operational suggestions, and was dissolved when this task was completed. A committee on Professional Development for the Faculty was recently formed to research new, innovative measures for promoting professional development.

FINANCIAL

As described at length in 5.A.1., the S.O.A.R. budgeting process is by intent a collaborative budgeting process that involves a cross-section of the entire institution’s internal constituencies. From Board and Presidential approval, to review by the Chief Financial Officer and Vice President of Operations, to drafting, submission, and revision by each of the department heads within the institution, the budgeting process is specifically designed to take into account the needs of all of WMAC’s internal constituencies, as well as their input.
STRATEGIC PLAN

WMAC has evolved in its process for the development and review of the Strategic Plan. The original process which generated the current plan involved informal committees generating ideas for submission to the President, who then drafted the entire plan based on those suggestions.

WMAC has made significant progress in becoming more assessment and data driven and creating processes that reflect these changes. Therefore, planning and changes to the Strategic Plan have been divided among relevant department heads for particular areas. They research institutional performance in that area, assess its strategic relevance and desirability for the institution, and report to the Planning committee appropriate adjustments to the Strategic Plan.

5.C.4

THE INSTITUTION PLANS ON THE BASIS OF A SOUND UNDERSTANDING OF ITS CURRENT CAPACITY. INSTITUTIONAL PLANS ANTICIPATE THE POSSIBLE IMPACT OF FLUCTUATIONS IN THE INSTITUTION’S SOURCES OF REVENUE, SUCH AS ENROLLMENT, THE ECONOMY, AND STATE SUPPORT.

The Executive Committee (President, VP for Operations, VP for Enrollment Management, VP for Institutional Advancement, VP for Academic Affairs, College Dean, Commandant, and Athletic Director) in conjunction with the Board of Trustees regularly dialog about current results, trends and what the future might look like. The Board, comprised of members with diverse skills sets as seen in 5.B.1, is aware of relevant industry issues and uses them to point out potential issues relating to the economic, educational, and governmental environments that could impact the College’s future success.

A key example is the action taken by the Board and Executive Committee after the 2010 United States Congressional elections. The results of the election reflected a likely shift in funding to the Department of Defense and a potential reduction in SROTC scholarships which are essential to WMAC’s boarding enrollment.

In order to proactively bolster its enrollment, WMAC developed a number of initiatives to increase enrollment outside of its SROTC program, including the revitalization of its collegiate athletics programs, as well as renewed efforts in marketing itself as a community college. In 2010, WMAC had a population of 94 boarding college students, of which 76 were in the SROTC program (80 percent). In the Fall Semester 2014, the College has 150 total enrolled boarding students, of which 82 are in SROTC (55%). While the results of the 2010 election didn’t ultimately impact WMAC’s SROTC program as anticipated initially, the institution reacted proactively and actually improved enrollment not just in its college program as a whole, but also in the total numbers of SROTC cadets.
WMAC’s institutional planning at every level, from the Board to the Faculty and Staff, is intended to anticipate and consider emerging changes in technological needs and services, local, national, and global demographic factors, and the effects of globalization.

As mentioned in various places throughout this self-study, one of the largest initial challenges the College faced in the course of this self-study was to update its technological infrastructure. These challenges included updating the campus computer labs, wifi service, and educational networks and platforms, as well as develop electronic resources that could support distance learning as well as deliver content electronically to its face-to-face students. WMAC’s response to changes in information technology has been one of its most rapid and wide-reaching initiatives, and include:

- New virtual desktops and high definition monitors in its two computer labs
- Increased bandwidth for all on-campus internet and wireless service use
- New network servers for both academic and non-academic networks
- New on and off-site server backups
- Use of Moodlerooms to deliver content electronically for distance learning courses as well as face-to-face students
- Renovation of the institutional website for more convenient content access, as well as improved informational content
- Improved wireless service, both in speed and coverage across campus
- Increased funding for in-class digital projectors
- All instructors and boarding cadets issued Chromebooks; Chromebooks made available to commuting students
- SMARTboards in two classrooms

In addition to technological improvements, WMAC seeks to anticipate and address the academic and professional needs of its constituencies by adding to its program offerings. In 2011, WMAC introduced an Associate Degree in Homeland Security, to meet the growing market in that field both within the U.S. Armed Forces, as well as in the private sector. Currently the institution seeks approval from the HLC for an online A.A. Degree to further expand its Distance Learning Program. Within its existing programs, the College has expanded its course offerings to included developmental courses. In 2012, WMAC began offering English 100, a developmental English
Composition course, in specific response to data that identified English 101 as a barrier course to its first-year students.

Following the 2010 Congressional elections, as mentioned in 5.C.4, significant planning and implementation steps were taken to bolster college enrollment outside of the SROTC program. These included primarily the reintroduction of college athletic programs as well as a renewed emphasis on community college enrollment. In-step with those two developments, the International Department has worked with the Office of Financial Aid, Admissions, and recruiters to bring international students to WMAC, both to participate in athletics as well as strengthen their academic resume for admittance into U.S. four-year colleges.

WMAC created key new positions to support their efforts at addressing the changing education landscape and demographic factors impacting the institution. The Director of Distance Learning, the Director of Dual Enrollment, and the Assessment Coordinator are all new positions that were created in response to needs that are technological, program driven, policy driven, or some combination of those factors and others.

5.D

THE INSTITUTION WORKS SYSTEMATICALLY TO IMPROVE ITS PERFORMANCE.

5.D.1
THE INSTITUTION DEVELOPS AND DOCUMENTS EVIDENCE OF PERFORMANCE IN ITS OPERATIONS.

Program review for academic programs has already been addressed elsewhere in this self-study, particularly in Criteria 3 and 4. The full scale of academic performance review includes program review, assessment of student learning outcomes, revision of master syllabi, evaluation of courses, instructors, exit surveys, and focus group surveys, among other established informal practices and lines of communication.

All Staff members in every department are reviewed annually in the spring. The Director of Human Resources oversees this annual process and the archiving of the confidential reviews.

The Athletic Director and Athletic Staff are responsible for oversight of the operations of the Athletic Department, including but not limited to ensuring student athlete eligibility, review of student athlete retention and graduation rates, and compliance with all NJCAA policies.

The Information Technology Department (IT) maintains regular evaluative procedures for determining network security, health, and performance. The IT Department uses its firewall,
content filter, monitoring server, and AP controller as various measures to document and control performance. WMAC uses PRTG as its Simple Network Management Protocol to collect and report data on devices and the health of its servers.

The Office of Financial Aid uses all relevant governmental metrics and federal compliance to ensure its performance.

In addition to Ameriserve’s own internal food safety protocols and procedures, WMAC has a Food Service Advisory Board that evaluates all aspects of the Dining Facility, from physical features, to sanitation, food taste, and employee service.

5.D.2

THE INSTITUTION LEARNS FROM ITS OPERATIONAL EXPERIENCE AND APPLIES THAT LEARNING TO IMPROVE ITS INSTITUTIONAL EFFECTIVENESS, INSTITUTIONAL CAPABILITIES, AND SUSTAINABILITY, OVERALL AND IN ITS COMPONENT PARTS.

Central to the WMAC Strategic Plan is a unified, campus-wide effort at the achieving the goals of the Mission Statement, delivering the values in the Value Statement, and ensuring that WMAC students are proficient in the Student Learning Outcomes. WMAC bases its success on the cooperation and commitment of all of its departments and their determined efforts to promote the highest degree of institutional effectiveness in meeting the College’s full potential.

EFFECTIVENESS

In a small college, such as WMAC, it is requisite that every academic and non-academic department directly contributes to the effectiveness of the institution. To that end, many of the measures that have been discussed throughout the self-study are representative of that institution-wide focus on improving effectiveness.

Within academics, the devotion to developing a functional, Mission-driven Assessment Program, the revision of the Academic Dishonesty and Plagiarism Policy, the creation of developmental curriculum including English and Math 100 and Student Success Strategies (SSS100), the implementation of a variety of student satisfaction surveys, and the wide-ranging improvement to the institution’s information technology, hardware, software, network, servers, and content management systems, are all recent measures designed to improve institutional effectiveness. Perhaps more importantly, participation in the HLC Academy for the Assessment of Student Learning and the creation of the WCAP were transformative in establishing a tangible and measurable culture of assessment at WMAC. Since 2009, these measures and their impact on data collection, storage, and analysis across departments led to a culture-change within the
institution as the process of assessment itself is used to determine areas of focus for improving institutional effectiveness as well as providing a means and metrics for addressing those areas of need.

CAPABILITIES

Many of the changes driving improvement in institutional effectiveness dovetail with changes that reflect a change in institutional capability. Changes to the IT Department improve not only its effectiveness, but also broaden the IT capabilities, and thus the instructional and administrative capabilities which utilize IT. The WCAP Assessment Program has led to curriculum change and program review that has likewise impacted the capabilities of WMAC to extend its educational opportunities to new target populations.

Other initiatives, including college athletics and distance learning, are specific programs aimed at extending the institution’s functional capabilities, as well as improving the overall sustainability of WMAC.

SUSTAINABILITY

Changes in the landscape of higher education, including the demands of the individual student consumer and an increasing need for global awareness shape the measures that drive institutional improvements, effectiveness and capabilities and the institution’s awareness of its need for sustainability. Among the sustainable improvements undertaken at WMAC are improvements to IT capabilities, which are essential to the functions of the institution. Assessment is now seen as not only an internal tool to evaluate and improve the institution, but also a new political reality that helps guarantee the institution’s continued existence. Athletic programs and a revitalized effort to brand WMAC as a leader of local community colleges are likewise initiatives that directly relate to and result in the institution’s long term sustainability. Program additions such as the Associate Degree in Homeland Security and an ever evolving and healthy relationship with the United States Army also reflect internal and external factors that help guarantee the institution’s continued relevance.

STRENGTHS

The College’s fiscal resources are allocated by the collaborative SOAR budgeting process which involves input from all departments of WMAC’s internal constituencies.

There is a clear link between the Strategic Plan and revenue generating through systematic attention to recruitment, retention, and fund raising.
The creation of new positions such as the Director of Distance Learning and other Staff and Faculty clearly demonstrate WMAC’s investment of fiscal resources into improving the quality and scope of its human resources.

Improvements to physical and technological infrastructure are Mission and data driven and can easily demonstrate improvement to the educational offerings of the College.

Development of Homeland Security program and developmental English and Math courses are both clear indicators of institutional planning recognizing and proactively addressing changes in demographics and global factors.

**CHALLENGES**

The institution finished AY 2013-2014 with a small surplus. However, enrollment for AY 2014-2015 has not yet met established goals. WMAC has implemented campus-wide retention measures with strong success. In addition, WMAC traditionally continues to enroll new students for the 2nd 8 week fall term and the spring term.

Donor support in AY 2013-2014 was strong. However, the departure of the Vice President for Development may impact this support. WMAC has hired a new Director of Alumni Operations and is prioritizing the search for a new Vice President for Development to meet this challenge.

Staffing levels and salaries in all departments are being continuously evaluated by the Senior Staff. Additions and reductions in staff are a key element in the budgeting process each spring.