

Year One Self-Evaluation Report

**Prepared for
The Northwest Commission on
Colleges and Universities**

March 1, 2018



WHITMAN COLLEGE

Table of Contents

| | |
|----------------------------------------------------------------------------------------|-----------|
| Institutional Overview ----- | 1 |
| Preface ----- | 3 |
| Brief update on institutional changes since last report..... | 3 |
| Response to topics previously requested by the Commission..... | 5 |
| Mission, Core Themes, and Expectations ----- | 7 |
| Executive Summary of Eligibility Requirements 2 and 3..... | 7 |
| Standard 1.A Mission..... | 7 |
| Institution’s Mission Statement..... | 7 |
| Interpretation of Mission Fulfillment..... | 8 |
| Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment..... | 8 |
| Standard 1.B – Core Themes..... | 9 |
| Core Theme I – An accessible, diverse, and inclusive community..... | 9 |
| Core Theme II – A rigorous, liberal arts education..... | 11 |
| Core Theme III – Support for life and learning beyond the classroom..... | 14 |
| Conclusion ----- | 18 |
| Appendix A – General Education Commitments ----- | 19 |

Institutional Overview

Whitman College, a private, independent, non-sectarian, residential, liberal arts college, has been in continuous operation in Walla Walla, Washington, since 1882 and was chartered in 1883. The College is selective, with a 51.7% admit rate for 2017-2018. The consistently cited top reason for attending Whitman College, as reflected in first-year students' responses to the Cooperative Institutional Research Program (CIRP) survey in 2013-2017, is "Academic Reputation." Students admitted for Fall 2017 had median SAT scores of 680 in Critical Reading and 680 in Math, and they achieved a median ACT score of 31 (note that Whitman went test-optional in 2017, and a new version of the SAT was administered for the first time). Whitman students currently have a first year retention rate of 94%, a second year retention rate of 91.5%, and a five-year graduation rate of approximately 87%. Between 36-46% of the students participated in an off-campus study program during their time at the College during the years 2013-2017. In 2016-2017, Whitman College was again named as a "top producer" of Fulbright awards for scholars and students. The College library, one computer lab, and health care facilities are open 24 hours a day, seven days a week. The College enrolled 1,455 full-time and 55 part-time students in the fall 2017 semester. These students hailed from 46 U.S. states and territories and 32 other nations. More than 29% were domestic students of color or international students. The average class size was 17.3 in fall 2017, and currently the College maintains a student/faculty ratio of 8.8/1. Almost two-thirds (64%) of students live on campus. Currently, Whitman College provides financial aid — some combination of scholarships, grants, loans and/or employment — to roughly 76% of students attending the College. In 2017-18, the average need-based aid package was \$37,889.

In 2017-2018 there were 165 full-time faculty members, with a total head count of 219. Students may choose from among 48 majors and 34 minors, or they may create an Individually Planned Major (IPM). Whitman has a strong history of developing innovative teaching and learning programs. These programs bolster cross-disciplinary learning and curricula that encourage students and faculty to cultivate connections between different provinces of inquiry. The new Crossroads program, which provides high impact learning experiences via short, intensive off-campus courses that are led by Whitman faculty, is a recent example. Faculty members are experts in their fields and are devoted to student learning. They routinely collaborate with students on scholarly endeavors at levels more commonly associated with graduate education. Whitman is a recent recipient of grants from such prestigious organizations as the Mellon Foundation, the National Institutes of Health, the National Endowment for the Humanities, M.J. Murdock Charitable Trust, and the National Science Foundation. In a ranked list of the top 100 colleges and universities providing the baccalaureate origin for holders of doctoral degrees from 2005-2014, Whitman ranked 33rd for STEM fields and 36th for all disciplines. Once students leave Whitman, many remain connected and committed to the College's mission. More than 34 percent of alumni regularly give to or volunteer for the College.

During 2016-2017, the Whitman College community engaged in a comprehensive strategic planning initiative. The process included listening sessions and other engagement opportunities that involved students, faculty, staff, alumni, parents, and friends of the College. Through a process of continuous refinement and feedback, the strategic planning process ultimately

generated five strategic priorities:

- Increasing access and affordability
- Enhancing diversity, equity and inclusion
- Innovating the curriculum
- Connecting to life after Whitman
- Celebrating our location

In 2017-2018, the tactics for implementing these priorities are being developed further by focused working groups dedicated to each of the five priorities. It is anticipated that defined implementation tactics will be in place by summer, 2018. The details of the tactics will certainly inform, and likely substantively change, in some cases, the benchmarks published in this report, allowing them to have a degree of quantitative precision that is currently not possible.

A part of the strategic planning process was an intentional assessment of Whitman's mission statement, and by association, the College's core themes and core theme objectives. The resulting new mission and core themes are not radical departures from the core elements of a small liberal arts college. That is, Whitman is still dedicated to a stellar undergraduate learning experience in the context of the liberal arts. However, the changes represented within them are significant in that they formalize the College's commitment to the five priorities of the strategic plan. As well, the new core themes, while similar to the previous versions, more concisely and conscientiously align with the new mission.

The Year One report reflects a great deal of collective thought and discussion throughout the campus during a time of transition in College leadership. Five of the nine members of the President's Cabinet have been at the College less than three years. These include the President, the Provost and Dean of the Faculty, the Vice President for Diversity and Inclusion, the Vice President for Enrollment and Communications, and the Vice President for Student Affairs and Dean of Students. During this period of transition, every effort was made to ensure that strategic planning for the future of the College was comprehensive, participatory, visionary, and student-focused. In addition, the campus is responding to 21st century imperatives in higher education.

Whitman College has a strong and proud tradition of providing a liberal arts education that is among the best in the country. While maintaining that foundation, Whitman strives to stay abreast of changing technologies, global issues and innovation in teaching and research. Thus, Whitman College embarks on implementation of its new strategic plan as it respectfully submits its Year One Self-Evaluation.

Preface

Brief update on institutional changes since last report

The NWCCU reaffirmed Whitman's accreditation in 2017.

Whitman has been in a period of substantial transition for the last three years. Below are listed some of the significant changes on campus just since the submission of the Year Seven Self-Evaluation in March 2017.

Finalization of new College leadership. All new cabinet-level hires are in place. Within the last three years, these include a new: President; Provost and Dean of the Faculty; Vice President for Enrollment and Communications; and Vice President for Diversity and Inclusion. Most recently, in 2017, Whitman hired a new Vice President for Student Affairs and Dean of Students.

New Strategic Plan. As stated in the Institutional Overview, the new strategic plan and its five supporting planks were finalized in the summer of 2017 and approved by the Board of Trustees in August 2017. Since then, five working groups have been formed, one for each plank of the strategic plan. All working groups have been meeting regularly during the 2017-2018 academic year. An important campus event took place in fall 2017 in the form of an all-faculty retreat to talk about the General Studies curriculum at Whitman College. Such an event has not occurred at Whitman since the early 1990's. The output from this retreat has informed the efforts of the working group charged with innovating the curriculum, especially concerning general education. In particular, the working group formulated a set of commitments for general education at Whitman moving forward. These were vetted through various levels of campus organization and were ultimately voted on and passed by the faculty in January, 2108. The commitments can be found in Appendix A.

Revised Mission Statement and Core Themes. A penultimate version of the new College mission statement was distributed to the campus community on January 16, 2018. Corresponding core themes were developed by the College's Assessment Committee alongside the evolution of the mission statement. The final versions of the new mission statement and core themes were approved by the Board of Trustees at its February 2018 meeting. It is important to note that strategic planning at Whitman is still in the stage of developing tactics for implementation of strategic priorities that are closely aligned with the core themes. The indicators as stated herein are assessable and meaningful measures of achievement of the core theme objectives. However, the benchmarks at this time are necessarily imprecise, since resource allocation and defined protocols for implementation require further planning and refinement. Therefore, this Year One Self-Evaluation is submitted with the recognition that there is a degree of elasticity in the benchmarks, but those are expected to solidify over the next few months.

Reorganization of the Governing Boards. Whitman College has long been served by two governing boards: the Board of Trustees and the Board of Overseers. The governing boards underwent a self-evaluation during 2017, and in the interest of effective and efficient governance of the College, the governing board structure was changed. The Board of Overseers was dissolved, and the Board of Trustees is now the sole and ultimate governing body of the College.

Currently, there are 20 trustees. The governing structure of the Board of Trustees was streamlined into three Policy Committees: 1) Resources; 2) The Whitman Experience; and 3) Advancing Whitman; and four Functional Committees: 1) Investment; 2) Audit; 3) Executive; and 4) Governance. Many members of the former Board of Overseers became part of a new group, the President's Advisory Board. This board has 36 current members who serve in roles that are essential to outreach and support for the efforts of the College.

Intentional focus on assessment of student learning. In part because of the recommendations Whitman received as a result of its Year Seven peer evaluation, and in part because of a new administration that is supportive of these efforts, the College has committed to developing a system of participatory, campus-wide, systematic assessment. The Assessment Committee has been strengthened immensely, with the elected Division Chairs now representing the faculty. In addition, the Provost and Dean of the Faculty now sits on the committee, as does the Chief Information Officer and the Director of Enterprise Technology. These members join the Associate Dean of Students, the Director of Institutional Research, and the Accreditation Liaison Officer on the committee. The committee has made significant progress in bringing regularized assessment of student learning to the campus.

Shifts in campus organization. There have been important changes to some titles and reporting structures on campus. Josh Jensen was hired in 2016 as Vice President for Communications and Public Relations. His title has since changed to Vice President for Enrollment and Communications. The new title encompasses what was overseen by the former Dean of Admissions. In addition, the Director of the Student Engagement Center (SEC) previously reported to the Vice President for Student Affairs and Dean of Students. This position now reports directly to the Provost and Dean of the Faculty. These changes reflect shifting priorities of the College.

Responses to Climate Survey. In 2016, for the first time ever, Whitman conducted a campus climate survey, and there have been significant efforts to respond to some of the concerns that emerged from it. For example, the College is in the process of holding elections for the first ever Staff Advisory Council. The diversity workshop for first year students has been revamped. All staff hiring committees now have a diversity advocate. A new diversity mission statement has been drafted and is under consideration for final approval. The Academic Affairs staff now meet for regular biennial retreats and have new employee mentoring and onboarding programs in development.

Success at hiring diverse faculty. Efforts at increasing diversity in the faculty ranks continues to be refined and improved. For a few years, every faculty search committee has had a diversity advocate, and every search committee actively conducts outreach to attract a diverse applicant pool. Most recently, the College has approved bringing four candidates to campus for each position (formerly restricted to three) to encourage maintenance of a diverse pool for as long as possible during the search process. During 2016-2017, there were four searches for new faculty, and all four resulted in diverse hires as a result of these efforts.

Revision of tenure and promotion guidelines to reflect commitment to equity, diversity and inclusion. Guidelines for tenure and promotion now include explicit expectations for scholarly

and/or pedagogical and/or service efforts that enhance diversity, equity, access, and inclusion on campus.

External reviews of campus-wide academic programs. All academic departments and programs are reviewed by external peer evaluation approximately every ten years. In spring 2017, for the first time, two of Whitman's signature, campus-wide academic programs were reviewed by external peers: 1) the first-year experience (Encounters); and 2) the Global Studies Initiative. The results of those reviews have stimulated broad campus discussion. The Encounters first-year experience program is being reviewed in light of the external review, the Innovating the Curriculum strategic plan plank, and feedback from the fall 2017 faculty retreat. The Global Studies Initiative is in the process of significant revision, with a new proposal for a Center for Global Studies (and corresponding curricular reform) making its way through channels of faculty and administrative approval at the time of this writing.

Construction of new residence hall and dining facility. The Living at Whitman initiative is coming to fruition with the construction of a new residence hall and dining facility. The new accommodations are currently under construction and are on track to open in fall 2018. In particular, these new structures are a response to concerted and conscientious efforts to understand and respond to the concerns of sophomores on the Whitman campus.

New relationship with CTUIR. Whitman College and the Confederated Tribes of the Umatilla Indian Reservation (CTUIR) signed a memorandum of understanding (MOU) on May 19, 2017. The document constitutes a formal commitment to collaborate on the development of curricula focused on Native American studies while strengthening Native American recruitment and retention at Whitman. It also provides a framework to identify areas of shared research interests and facilitate the transition of CTUIR students into institutions of higher learning.

External review of the Environmental Health and Safety department. The President's Cabinet engaged Emergency Planning Solutions LLC to review the College's Emergency Management Plan and emergency response procedures. EPS visited campus in December 2016. During their visit, the EPS team members familiarized themselves with the campus layout and resources, reviewed documented procedures, and met with key College and Walla Walla Police Department personnel. Preliminary findings and recommendations were discussed during the exit interview prior to their departure from campus. Their final report was received in February 2018 and was presented to the President's Cabinet by the Chief Financial Officer on February 20, 2018.

Mellon grant. Whitman College has received a three-year grant of \$800,000 from the Andrew W. Mellon Foundation. The Mellon grant will help the college infuse diverse perspectives into the curriculum and promote community engagement, with an emphasis on the humanities and humanistic social sciences (the focus of the Mellon Foundation), and it will also provide faculty with professional development opportunities.

Response to topics previously requested by the Commission

The peer evaluation report from Whitman's Year Seven site visit conveyed five commendations and four recommendations to the Whitman community. All of the recommendations had to do with assessment of student learning, so that topic has been a major focus of Whitman's

Assessment Committee ever since. To elaborate a bit on the revamped Assessment Committee (mentioned above), the committee was fortified considerably. In its previous iteration, the committee had elected faculty representation from each academic division, but those faculty were not necessarily particularly invested nor particularly interested in the assessment process, nor were they trained in assessment. Further, the committee held no real power. Primarily, the committee was a quasi-advisory group for the Accreditation Liaison Officer; its exact role was imprecisely defined, and hence its efficacy was dubious.

The recommendations from the peer evaluators forced Whitman to take a hard look at assessment on campus, and the Assessment Committee was thus reconfigured. Currently, the elected faculty representatives are the Division Chairs, all of whom have a vested interest in making assessment effective at the College. Three additional new members of the committee further strengthen its purview of assessment. Two are Cabinet-level administrators: the Provost and Dean of the Faculty, and the Chief Information Officer. These positions are critical to the function of the committee and to campus assessment efforts in general, because now there are direct lines of communication between the Assessment Committee and the President and the rest of the President's Cabinet. For perhaps the first time ever, Whitman sent more than just the Accreditation Liaison Officer to an NWCCU event in fall 2017. The ALO, the Director of Enterprise Technology, and one of the Division Chairs attended the Demonstration Project Summit. This was but one clear demonstration of the new level of commitment to effective assessment at Whitman. Another validation is that the new administration recognizes the importance and value of effective assessment and is supportive of and dedicated to assessment efforts. It is only when the highest levels of the administration are committed to assessment that the rest of the campus can be expected to be on board, and this is a major step toward developing a culture of continuous assessment at the College.

The recommendations Whitman received from the peer evaluators on the occasion of the Year Seven site visit were of a nature serious enough to warrant that three of them be addressed in an Ad Hoc Report to NWCCU. Since the Ad Hoc Report and this Year One Self-Evaluation are due at the same time, those three recommendations will be addressed in detail in the Ad Hoc Report. Specifically, with the first three recommendations most prominently in mind, the Assessment Committee has been engaged in 1) creating meaningful indicators for achievement of core themes that will inform future planning; 2) establishing a comprehensive and consistent system for the collection and analysis of assessment data for the major programs and the general education programs; and 3) creating a mechanism for regular, systematic, participatory and evidence-based assessment. With the fourth recommendation in mind, Whitman soon plans to 4) use the data intentionally to demonstrate fulfillment of its mission and core themes. Further, plans are already under consideration to communicate this information broadly to the College community. The Ad Hoc Report will explain the College's responses to the first three of the peer evaluators' recommendations in detail. The fourth recommendation will be addressed fully in the Mid-Cycle Report.

Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

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

Whitman College is authorized as a degree-granting institution by the State of Washington. The Charter of Whitman College was approved by the State of Washington in November 1883.

3. MISSION AND CORE THEMES: The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The mission statement was approved by the Board of Trustees in February 2018. It was revised from its previous iteration during strategic planning in order to better portray the College's distinctive identity and aspirations for its students. Broad campus input and feedback were gathered through campus-wide outreach in crafting this mission statement, which accurately reflects Whitman as an exceptional liberal arts college uniquely situated in southeastern Washington State. The elements of the mission statement are woven throughout the College's strategic plan. Further, the core themes were developed in direct alignment with the mission. The College is a baccalaureate degree-granting institution, with courses and programs consistent with its mission as a premier undergraduate college in the liberal arts and sciences. The College's planning processes, policies, operations, offerings, and staffing serve to support its educational mission as manifest in the core themes and their objectives.

Standard 1.A Mission

Institution's Mission Statement

Situated within the rich and complex landscape and history of the Walla Walla Valley, Whitman College provides a rigorous liberal arts education of the highest quality to passionate and engaged students from diverse backgrounds. Whitman students develop their intellectual and creative capacities in a supportive scholarly community that prioritizes student learning within and beyond our classrooms. We help each student translate their deep local, regional, and global experiences into ethical and meaningful lives of purpose.

The mission statement is more succinct than previous versions, yet it more satisfactorily captures the essences of the College's core values. First, it recognizes and incorporates the College's location and multifaceted history in the context of southeastern Washington State. Second, it maintains Whitman's commitment to attracting, cultivating, and serving a diverse and talented student body. Third, it acknowledges that students will lead independent lives once they leave

Whitman, and the aspiration of the College is to have students' total experience at Whitman be a substantial and influential part of their growth and development that continues to guide them once they depart campus. Finally, the new mission statement reinforces Whitman's deep commitment to what has always been embodied by its founding principles – providing an extraordinary opportunity for transformative student learning in the liberal arts tradition.

The mission statement is widely and prominently displayed on Whitman's web pages, in the College's catalog, and in its promotional materials. The values expressed in the mission of the College are intimately entwined with and supported by recent strategic planning efforts and the implementation work that is currently underway.

Interpretation of Mission Fulfillment

Whitman's interpretation of mission fulfillment derives directly from its fundamental *raison d'être* - to be a premier liberal arts college located in the Pacific Northwest. This is a vision shared by all in the campus community, from students and faculty to the administration to all academic and non-academic support staff. As with any institution of higher education, there are diverse viewpoints about numerous issues. However, one factor that unites the entire Whitman community is that the College's purpose is to provide opportunities for rigorous student learning in a supportive, diverse and enriching environment. A Whitman education includes engagement with breadth of study, the scope of which includes critical thinking, close reading and analysis, quantitative competence, appreciation for the humanities, social sciences, visual and performing arts, and natural sciences; breadth of study is complemented by immersive depth of study in one or more areas of major concentration. Whitman graduates are equipped and prepared to create their own futures, wherever their individual paths might lead them. Whitman interprets its mission as fulfilled if its graduates truly translate their experiences at Whitman "into ethical and meaningful lives of purpose." Achievement of the core themes will be the public demonstration of mission fulfillment.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Whitman College defines the threshold for mission fulfillment as achievement of at least 75% of the indicators for each core theme.

The core themes and their objectives are derived from the fundamental elements of the mission. They respond to imperatives outlined in the College's strategic plan, and they embrace admirable, yet attainable, goals for the future. They exemplify what Whitman College does and how it measures what it does with respect to its ambitions for its students. Analysis of the data allows the College to identify the extent to which it is successful in fulfilling those goals and facilitates Whitman's continuous improvement through appropriate allocation of resources and planning.

Specific objectives have been articulated for each of the three core themes, and indicators of achievement have been identified for each objective. In turn, each indicator has been linked to expected levels of performance (benchmarks). If 75% of all of the benchmarks identified for the set of indicators associated with a specific core theme meet or exceed the expected levels of

performance, the core theme is deemed to have been achieved. The threshold for mission fulfillment is achievement of all three core themes.

Standard 1.B – Core Themes

Core Theme I – An accessible, diverse, and inclusive community

Description: Diversity, equity, and inclusion are core values at Whitman College. Our mission focuses on educating engaged students from diverse backgrounds in a college community where everyone can participate fully in the life of the college and experience a genuine sense of belonging. Whitman College strives to create a student body, staff and faculty that reflects a culturally diverse world in which all individuals, irrespective of their gender identity, sexuality, race, national origin, socio-economic status, ability, religion, spirituality, and age-cohort can co-exist and collectively thrive. We believe that through an innovative, rigorous liberal arts curriculum we can successfully educate all students and prepare them to contribute to and thrive in a rapidly changing, multicultural and globalized world. The objectives, indicators, rationales and benchmarks for Core Theme I are elaborated in the table below.

Core Theme I: An accessible, diverse, and inclusive community

| | | |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <i>Objective 1. Students of all socioeconomic backgrounds are able to attend Whitman for their education</i> | | |
| Indicator | Rationale | Benchmark |
| a. Equitable access to a Whitman education (reduce financial barriers to attend Whitman). | Decreasing the gap between financial aid and demonstrated need will decrease the financial burden on families. | Strive to reduce gapping from current levels. |
| b. Enrollment of underrepresented students. | Increasing the number of underrepresented students would increase the diversity of the student body. | Prioritize financial support with the goal of increasing numbers of underrepresented students compared to current levels. |
| <i>Objective 2. The College will enroll and retain a student body that is diverse across demographic categories.</i> | | |
| Indicator | Rationale | Benchmark |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Number of domestic students of color, number of international students, and number of socio-economically diverse students. | Domestic students of color, international students, and socio-economically diverse students increase the overall diversity of the student body. | Implement admissions strategies that increase the number of all students of color and diverse groups compared to current levels. |
| b. Retention and graduation rates of students of color, international students, and socio-economically diverse students. | In order to maintain a diverse and equitable campus, the retention and graduation rates for all students should be comparable. | Strive for retention and graduation rates for diverse students that are at least equal to those of Caucasian students. Implement programs that encourage retention of diverse students. |

Objective 3. Students are able to participate fully in all programs of the College.

| Indicator | Rationale | Benchmark |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| a. Student travel for academic research and conferences | Conference and research travel are important high-impact educational experiences for all students. | Fund requests by students to travel for the purposes of academic conferences and research presentations. |
| b. Equity in student access to key academic experiences. | The Special Activities Fund (for course fees, lab materials, art supplies, music lessons, etc.) helps provide equal access to key academic experiences. | Fund requests by students who are determined to have need. |
| c. Equitable access for all students to participate in curricular and co-curricular activities (reduce financial barriers to participation). | Participation in all curricular co-curricular activities is an important part of campus life and contributes to a strong campus community. | Provide funding for students who need assistance in order to allow them to fully participate in curricular and co-curricular activities. |
| d. Provide information, preparation, and mentorship to assist students with participation. | Full participation in all aspects of the life of the College should not be hindered because of lack of information or cultural capital. | Train faculty and staff to be familiar with campus programs and to mentor students by providing information, advice, and help. |

Objective 4. The College will create and maintain programs that nurture students' sense of belonging within the College community.

| Indicator | Rationale | Benchmark |
|-----------|-----------|-----------|
|-----------|-----------|-----------|

| | | |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Residence Life programming | Residence life programming is designed to assist students with succeeding academically, developing personally, and building community. | Maintain active residence life programming to build community among first-year students and offer new programming for the new sophomore residence hall. |
| b. Robust pre-orientation programming | Pre-orientation programs are an initial place to develop friendships and cohorts, and to establish connections to both place and peers. | Maintain robust pre-orientation trips (Scrambles and SCORE). Provide Summer Fly-In Program for 60 or more incoming students (currently 50 students/summer). |
| c. Support for difference and inclusivity | Spaces for meaningful conversations and interactions encourage input from divergent perspectives, enhance intercultural and international awareness, and model respect for all in the Whitman community. | Grow the number of students who participate in Glover Alston Center programs. Implement and maintain a viable bias reporting and response program. Sustain FGWC mentor program participation. Provide continued support for Power & Privilege Symposium. |
| d. Encounters program | A common intellectual experience helps build community among the first-year class. | Maintain a common first-year intellectual experience. Offer faculty development programs that support inclusive pedagogy. |
| e. Foster a sense of belonging among all people on campus | In order to thrive in a college (or any) environment, the individuals that inhabit that environment must feel as though they belong. No person should ever feel as though they are out of place on campus. | Offer training to faculty and staff to assist with creating a sense of belonging among individuals with whom they interact. Offer programming that fosters a sense of belonging. Support affinity groups for underrepresented students. Provide procedures for dealing with instances of bias and intolerance. |

Core Theme II – A rigorous, liberal arts education

Description: Whitman College is devoted to attracting students, faculty, and staff who are committed to cultivating the life of the mind, taking intellectual risks, and participating in civic engagement beyond the classroom. Through coursework and co-curricular experiences, as well as connections among them, students develop a broad and deep foundation of knowledge. Partnering with faculty and staff, students practice and develop their abilities to adapt and think critically, to ask serious and probing questions, and to analyze complex issues. At Whitman, a rigorous liberal arts education manifests in the creation of a culture of serious intellectual inquiry that connects with the world around it. The objectives, indicators, rationales and benchmarks for Core Theme II are elaborated in the table below.

Core Theme II: A rigorous liberal arts education

| <i>Objective 1. Students will engage in rigorous and respectful inquiry to facilitate the free exchange of ideas amidst diverse and conflicting viewpoints.</i> | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator | Rationale | Benchmark |
| a. Off-campus studies participation | Understanding of a culture or region other than one's own is an essential part of a liberal arts education and is key to developing future leaders in an increasingly interdependent global society. | Maintain or exceed the current levels of robust participation in OCS programs (aspire to reach 50% participation in OCS programs). |
| b. Out of classroom programming that facilitates rigorous and respectful inquiry | Dialogue about issues of diversity and inclusion helps the campus move toward a more inclusive climate, fulfilling a commitment to create a culture of diversity, equity and inclusion on the Whitman campus. | Enable, support, and encourage participation in and continuation of programs such as the Power & Privilege Symposium and the Continuing the Conversation series |
| c. Support coursework and pedagogy that facilitates rigorous and respectful inquiry | Classrooms can provide a safe, respectful, intellectual space within which to engage with ideas of difference. | Achieve learning outcomes of the Cultural Pluralism distribution requirement |
| <i>Objective 2. Students will engage with complexity and succeed in environments of experimentation, exploration, and uncertainty.</i> | | |
| Indicator | Rationale | Benchmark |
| a. Student/faculty research | Research with faculty is a high-impact practice where students can engage with complex ideas and real research questions. | Increase funding for, and the number of students doing, research with faculty. |
| b. Community-based learning opportunities | Internships allow students to explore real-world career fields, develop skills, and expand their professional network. The Community Fellows Program allows students to engage in complex issues in southeastern Washington while receiving professional mentoring, targeted career development guidance, and exposure to local organizations. | Fund students who apply for a Whitman Internship Grant. Administer exit surveys of student Community Fellows and internship recipients: meet or exceed 80% "yes" to their experience influencing their career goals and 80% "yes" to establishing network contacts. |

| | | |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| c. Senior capstone experiences | Capstone projects provide opportunities for students to explore ideas, take risks, integrate topics from within and outside of their major, tackle complex issues, and grapple with uncertain outcomes. | Achieve major program student learning outcomes affiliated with senior assessment in the major. |
| <i>Objective 3. Students will complete a major that provides depth in an area of academic inquiry.</i> | | |
| Indicator | Rationale | Benchmark |
| a. Academic department and program student learning outcomes | A rigorous liberal arts education involves delving into a specific area of academic inquiry such that depth of understanding is acquired. | Achieve at least 75% of all academic department and program student learning outcomes. |
| b. Academic department and program senior assessment in the major | A rigorous liberal arts education culminates in the ability to think creatively and critically, drawing on depth of knowledge acquired over years of concentrated study. | Aspire for 100% of graduates to meet or exceed student learning outcome benchmarks for senior assessment in the major |
| <i>Objective 4. Students will engage in a curriculum that provides breadth across the liberal arts.</i> | | |
| Indicator | Rationale | Benchmark |
| a. Distribution Requirement student learning outcomes | Exposure to a broad range of subjects and the ability to develop an inquiring mind and a lifelong love of learning is essential to a rigorous liberal arts education. | Meet or exceed 75% achievement of benchmarks for distribution requirements campus-wide |
| b. Encounters student learning outcomes | A common introduction to the liberal arts and the academic construction of knowledge provides students with an academic base for their future years at the College. | Meet or exceed 75% achievement of student learning outcome benchmarks for Encounters. |
| <i>Objective 5. Students will be supported in their academic pursuits.</i> | | |
| Indicator | Rationale | Benchmark |
| a. Academic Resource Center | A hub of support is essential in order to provide all Whitman students with the tools necessary for empowerment and success in their academic experiences. | Increase the number of first-year students who meet with their Student Academic Advisors (SA's). Increase the number of |

| | | |
|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | students who attend mid-semester grade report meetings. Increase the number of students who attend academic coaching meetings. |
| b. Peer Tutoring | One-on-one or small group tutoring provides a focused environment for study, assistance with coursework, and feedback on assignments. | Increase the number of students who take advantage of peer tutoring through the ARC or department tutoring programs. |
| c. Center for Writing and Speaking (COWS) | COWS provides space where students can go for instruction, help, and feedback on their writing assignments. | Increase the number of students who take advantage of COWS services. |
| d. Academic advising | Pre-major and major advising provides resources and support for students as they navigate their college career. | Recognize the value of excellence in academic advising by including advising with other considerations when determining merit. |
| <i>Objective 6. Students will communicate effectively via oral, written, and visual forms.</i> | | |
| Indicator | Rationale | Benchmark |
| a. Oral communication | The ability to communicate effectively in an oral capacity is a necessary skill in order to convey meaning accurately and work well with others. | Achieve senior oral exam learning outcomes, and general education, department, and program oral communication learning outcomes. |
| b. Written communication | The ability to communicate effectively in writing requires creativity, imagination, patience and effort to arrive at the finished product. It is an essential component of a rigorous liberal arts education. | Achieve general education, department, and program written communication learning outcomes. |
| c. Visual communication | The ability to communicate visually and/or in a performative manner provides an outlet for artistry and passionate creativity. | Maintain opportunities for student musical and theatrical performances, art exhibitions, etc. Achieve general education, department, and program visual communication learning outcomes. |

Core Theme III – Support for life and learning beyond the classroom

Description: Whitman College believes every student should graduate with the knowledge and skills to translate their liberal arts education into a meaningful and satisfying life path. While at

Whitman, every student will have the opportunity to participate in high-impact learning experiences, robust advising, strong co-curricular programs and a rich extracurricular life. Students will be able to draw on the support of Whitman’s robust network of connections through multiple programs and avenues. This work must help them develop the acumen needed to successfully transition from life at Whitman to life after Whitman, and translate their Whitman education into a compelling narrative for their future. The objectives, indicators, rationales and benchmarks for Core Theme III are elaborated in the table below.

Core Theme III: Support for life and learning beyond the classroom

| <i>Objective 1. Students will have opportunities to engage in co-curricular activities that lead to intellectual and personal growth and development of leadership skills.</i> | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Indicator | Rationale | Benchmark |
| a. ASWC government and clubs; Student Activities office | Participation in co-curricular activities enables students to discover new interests, meet new people, develop leadership skills, and enhance their educational experiences at the College. | Maintain vigorous student programming and policies enabling students to develop new clubs as interest dictates. Provide opportunities for students to grow into leadership positions. |
| b. The Residence Life experience; Residence Life and Academic Resource Center opportunities for student growth and leadership | Residence Life helps students develop a sense of belonging in the larger college community and maximizes students’ potential for individual development. Resident Advisors and Student Academic Advisors assist students living in on-campus housing with transition to college by providing programming to assist with adaptation to college life, coursework, and academic challenges. | Continue self-reflection and assessments for all RA’s and SA’s, for personal growth and to guide future programming and training. Quality of Life and Learning Survey (QLLS) Civic Engagement module: meet or exceed 90% agree/strongly agree (disagree/strongly disagree on reverse coded items) on at least 4 of the 7 items; QLLS Inter- and Intrapersonal Competence module: meet or exceed 85% agree/strongly agree (disagree/strongly disagree on reverse coded items) on at least 6 of the 10 items. |
| c. Affinity groups | Affinity groups enhance the student experience by allowing students to pursue common interests with a cohort. | Enable, promote, and encourage affinity groups. |
| d. Participation and leadership opportunities in athletic and outdoor activities | Athletic and recreational activities at all levels (Intramural, Club Sports, Varsity Athletics, Outdoor Program), support physical and mental health, personal growth, a sense of belonging, and leadership opportunities. | Administer evaluations for these programs. Participants will indicate satisfaction with their experiences, as well as with their acquisition of leadership skills. |

| | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| e. Participation and leadership opportunities across campus; leadership recognition | Whitman provides many opportunities for students to participate in activities and to take on leadership roles. Whitman shows that it values and rewards outstanding leadership by providing resources for leadership training and mentoring, and by nominating and selecting exemplary student leaders for leadership awards. | Sustain and support key offices and policies on campus, e.g. Office of Grants and Fellowships, Student Engagement Center, Student Programs and Activities, Greek Life, Religious and Spiritual Life. Maintain student membership on key College governance committees. Maintain leadership award/recognition practices. |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objective 2. Students will be able to synthesize classroom and out-of-classroom learning by making connections to communities beyond Whitman and by participating in pre-professional activities.

| Indicator | Rationale | Benchmark |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. Student Engagement Center programs | The SEC provides opportunities for students to learn, work, and volunteer off-campus. Connections to the broader community help shape and refine the classroom experience and impact future career goals. | Administer surveys for SEC programs, which will indicate student satisfaction with the programs regarding connection to students' in-class learning and influence on their career goals. |
| b. Off-campus studies programs | Students who study off campus bring ideas from their Whitman courses into their off-campus courses and vice-versa; they learn from local communities and cultures that shape and expand their world view. | Administer end-of-program surveys from off-campus programs, which will indicate student satisfaction with programs and degree to which programs had a significant impact on students' world view. |
| c. Experiential learning programs | Experiential learning is a high-impact practice that influences students' lives in significant ways. | Maintain programs such as Semester in the West and Whitman in China. Expand student-faculty opportunities through Crossroads program. |
| d. Community-based research and learning in the curriculum | Linking coursework to community is a high-impact learning opportunity for students that develops their sense of place in the local area. | Increase faculty and student participation in community-based education; funds provided by the College's Mellon grant. |
| e. Collaboration with community partners | Partnering in research and education with local institutions of higher learning and local indigenous tribes strengthens Whitman's links to the community and models power of place. | Build on and expand cooperative initiatives with organizations such as Walla Walla University, Walla Walla Community College, and the Confederated Tribes of the Umatilla Indian Reservation. |
| f. Research with faculty and | The creation of knowledge with faculty mentors and presenting results to a broad audience is a fundamental way to put | Maintain funding for research opportunities with faculty, funds for travel to off-campus conferences, |

| | | |
|---------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| conference participation | learning into practice and prepares students for professional life. | and maintain the Whitman Undergraduate Conference. |
| g. Alumni networks | Engaging with alumni develops important mentor/mentee relationships, professional connections, and a wide support system. | Build on current alumni-student connection mechanisms, such as Whitman Hubs and Whitman Connect. Grow participation and positive results of the Whitties Helping Whitties and Finding Your Future programs. |
| h. Pre-professional advising | Pre-professional advising assists students in navigating their career paths, giving them advice about courses, application processes, graduate schools, etc. | Maintain pre-professional advising programs and affiliated faculty (e.g. health professions, education, law, etc.). |
| i. On-campus employment opportunities | On-campus employment gives students real-world work experience and helps them finance their college experience, tackle financial responsibility, and gain time management skills. | Strive to provide opportunities for all students who seek employment. Continue policy of giving priority to students who are eligible for federal or state Work Study funds. |

Conclusion

Whitman College welcomes the opportunity to submit this Year One Self-Evaluation. It represents the culmination of a year of intense activity on campus and incorporates a new vision for the College. Recent strategic planning resulted in not only new strategic priorities, but also a revised mission and core themes. The new core themes are: 1) An accessible, diverse, and inclusive community; 2) A rigorous, liberal arts education; and 3) Support for life and learning beyond the classroom. It is our collective belief that these new core themes align deliberately with the mission. The core themes also broadly encompass the college's initiatives that are outlined in the strategic priorities, which in turn support the educational mission of the College. In sum, the strategic priorities, the mission, and the core themes are more in sync now than they have been since the inception of the core theme paradigm. In addition, the indicators that have been developed to determine achievement of core theme objectives are more assessable, verifiable, and more meaningful than previously reported indicators. In this spirit, the data gathered from assessment will be more useful for future planning and allocation of resources than they have been in the past. It is important to reiterate that the benchmarks for the new indicators are necessarily inexact at this point. More specific, more quantitative benchmarks will be forthcoming when the process of developing tactics for the strategic priorities has concluded in the summer of 2018.

As with every accreditation self-evaluation, this was an occasion for the College to reflect upon and restate its most fundamental values, as well as to adapt to the ever-changing landscape of higher education. It forced the College to rethink and focus intently on regular, participatory, systematic, and meaningful assessment of student learning. Whitman took the recommendations from the Year Seven peer evaluation very seriously, and the College's responses to them are elucidated in detail in the Ad Hoc Report submitted simultaneously with this Year One Self-Evaluation. Of noteworthy significance is the emphasis on quantifiable performance indicators and rationales that directly align with the College's priorities. As a result of responding to the recommendations, the College is more cognizant than ever that it must ensure that performance indicators are objective and appropriately defined. Whitman looks forward to implementing the new assessment mechanisms it has developed, as well as to using more robust data to show mission fulfillment and to inform future planning. In particular, Whitman's general education programs, which are currently being reviewed as part of the new strategic priorities, will benefit from the new assessment tools.

Whitman College is riding a wave of new leadership, new strategic priorities, a new mission, new core themes, new community partners, new assessment and reporting protocols, re-evaluation of the curriculum, and even a new mascot! Whitman is poised to make a bold entrance into the second decade of the 21st century. In an increasingly technological, fast-paced world, it is imperative that Whitman both keep pace and preserve the very best of what a traditional liberal arts education has to offer. The new procedures will help to make an evidence-based case for planning to ensure that those things happen.

Appendix A

General Education Commitments, as voted upon by the faculty on 1/24/18

The Ad Hoc General Education Working Group was formed by the CDC to review our General Studies Program in light of the Strategic Priorities language. What follows is a second draft of the first step of collaboratively rethinking general education at Whitman. We have collected feedback from departments, divisions and individuals and offer up this revised version for voting. Please vote on each individual commitment. From there, the working group and the General Studies Committee will explore multiple possible implementation models that include all bullet points that are approved by the faculty. A yes vote means only that possibilities will be explored and brought back to the faculty for future votes.

As a faculty, we would like the Gen Ed Working Group and the General Studies Committee to propose models for General Education that:

- Begin with a first-year course.
- Require students to engage in study within and across multiple disciplines.
- Explore connections across disciplines over one's course of study with opportunities for students to reflect on how courses relate to each other.
- Develop skills or habits of mind. For example (in alphabetical order): capacity for reflection and revision; close reading; creative production; critical thinking; information literacy; quantitative and qualitative reasoning; scientific thinking; written, oral and visual communication.
- Include study of, and respect for, difference.
- Develop critical, public citizenship through the study of ethical reasoning, civic knowledge and engagement.
- Recognize and support inclusion, diversity, and equity.

Appendix A, cont. Faculty Voting Results on General Education Commitments

| % YES | Potential Commitment: |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 89% | Begin with a first-year course. |
| 90% | Require students to engage in study within and across multiple disciplines. |
| 57% | Explore connections across disciplines over one's course of study with opportunities for students to reflect on how courses relate to each other. |
| 94% | Develop skills or habits of mind. For example (in alphabetical order): capacity for reflection and revision; close reading; creative production; critical thinking; information literacy; quantitative and qualitative reasoning; scientific thinking; written, oral and visual communication. |
| 69% | Include study of, and respect for, difference. |
| 59% | Develop critical, public citizenship through the study of ethical reasoning, civic knowledge and engagement. |
| 80% | Recognize and support inclusion, diversity, and equity |