

Ad Hoc Report

Response to Recommendation Four of the Spring 2017 Year Seven Peer Evaluation Report

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

February 15, 2020



WHITMAN COLLEGE

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Introduction

Whitman College received four recommendations as a result of its Year Seven comprehensive review and site visit in spring 2017. All of the recommendations had to do with developing and implementing a comprehensive assessment plan. In particular, the first three recommendations involved 1) revising Whitman's indicators of achievement so that they better reflected Whitman's accomplishments, aligned with the college's core themes, and thus were more accurate gauges of mission fulfillment; 2) developing a consistent, systematic, and comprehensive mechanism for the collection of data; and 3) developing and implementing a regular, participatory and evidence-based system for assessment. Whitman addressed these recommendations in its Ad Hoc Report in 2018, and all three were accepted with no further action required. The fourth recommendation was focused on the dissemination, communication, and use of data to further the mission of the college, and that recommendation is addressed in this Ad Hoc Report.

Recommendation and Response

Recommendation 4

The committee recommends that the institution analyze and better use its data in an integrated and intentional way to clearly demonstrate how well the College is achieving its Mission and Core Themes and to ensure that the information is clearly communicated to all pertinent stakeholders, including those involved in strategic planning and resource allocation, institutional capacity, assessment and campus initiatives. (Standard 5.B.2).

Whitman has certainly used data in an intentional way before receiving this recommendation. For example, a great deal of data were gathered and studied prior to the construction and opening of the new dining commons and sophomore residence hall in fall 2017. The data were intensely studied by the Board of Trustees and key stakeholders prior to the commitment to raise funds for the project. Data were gathered from student focus groups, by studying maps of where sophomore students were living, through student surveys, and by touring the existing housing and dining facilities on campus and comparing them with those of other institutions. With that said, prior to receiving the recommendations in the 2017 Year Seven comprehensive evaluation, data gathering at Whitman had not been particularly methodical or regularized. With the new systematic assessment mechanisms in place, data from the academic programs are now gathered and analyzed every year. Data from the first year writing assessment are analyzed every year. Taken together with other data collection methods, such as student entrance and exit surveys, alumni surveys, and data gathered by ad hoc groups and the Office of Institutional Research, those data can now be analyzed in a systematic and *integrated* way – a key concept from Recommendation 4.

Communication of assessment data has improved considerably at Whitman. Once every fall, the Accreditation Liaison Officer makes a report to the faculty, summarizing the results of the college's academic assessment activities for the most recent year, noting trends and/or changes from previous years (Appendix 1). In the end, all of the collected assessment data are compared to the institutional benchmarks for achievement. Since the student learning outcomes map onto indicators and objectives for general education and the major programs, as well as onto the overall mission of the college, Whitman's process of assessment serves as a gauge of mission fulfillment. The Provost and Dean of the Faculty regularly conveys data analyses and information to college stakeholders, such as the faculty, key staff, the Board of Trustees, the President, and the President's Cabinet. Data come from numerous sources, including student entrance and exit surveys, data tracked by the Office of Institutional Research, and alumni surveys. These combined data are critical to consider in light of mission fulfillment and in order to ensure that Whitman graduates are able to live fulfilling "lives of purpose" (Whitman mission statement) after they leave campus (<https://www.whitman.edu/about/mission-constitution-and-bylaws>). When the Board of Trustees undertook its recent reorganization, it implemented a system of collecting and analyzing key metrics for each of its three policy committee: the Whitman Experience Committee, the Resources Committee, and the Advancing Whitman Committee. The members of those committees review and discuss these metrics annually, with each of

the three annual committee meetings having a standing agenda item related to metrics. The Board also designated a subset of these metrics as topline metrics that the Board reviews and discusses in its meetings of the whole.

Whitman has become practiced at the integration of data from multiple sources, as well as at implementing integrated responses to the data. As one example, data were analyzed from the 2018 HEDS survey taken by graduating seniors (Appendix 2). The information gleaned from those data was corroborated by alumni surveys from external reviews of academic programs, as well as student learning outcome data. A few common themes emerged. There were a great many areas where Whitman compared favorably or comparably to the comparison schools in the HEDS survey. Yet there were also some areas in which Whitman scored significantly below the comparison schools and were thus points of concern. Among these, compared to students at comparable schools, Whitman students: 1) did not feel they had sufficient meaningful interactions with people different from themselves and with ideas and cultures different from their own; 2) tended to feel as though they had insufficient opportunity to form and defend their own ideas; 3) felt they had insufficient opportunities to engage with the broader community; and 4) tended to not feel like they were adequately prepared to embark on a career path after graduation. In response to these data, effort and resources were dedicated to initiatives to address them. First, efforts to increase accessibility to the college and its programs, as well as to diversify the faculty, the student body, and the curriculum, have resulted in an increasingly diverse campus. Programming in the curriculum and co-curriculum has resulted in challenging, yet safe, spaces in which students not only can, but are expected to, examine, explore, and confront difference. The new first year seminar program explicitly requires elements of diversity and inclusion in its syllabi. Second, there are learning outcomes for the new first year seminar program that specifically reference the goal for students to develop and articulate original, evidence-based arguments. Other learning outcomes specify the goal for students to engage in robust, respectful debate. Third, community engagement opportunities have been developed to provide students with experiential learning prospects that help shape, expand, and refine students' classroom experiences and impact their future career goals. In addition to programs offered through the Student Engagement Center, such as Whitman Internship Grants and the Community Fellows Program, Whitman College received an \$800,000 grant from the Andrew W. Mellon Foundation in January 2018 to "help the college infuse diverse perspectives into the curriculum and promote community engagement (<https://www.whitman.edu/fountain/fountain2018/the-fountain-january-22-2018>)." In January 2020, Whitman received a \$900,000 grant from the Andrew W. Mellon Foundation in collaboration with the other colleges in the Northwest Five Consortium (NW5C). "The grant will enable the five colleges to collaborate with local and regional partners to develop and implement community engagement initiatives. Through these collaborations, Consortium members will promote knowledge-sharing across institutions, produce mutually beneficial outcomes for communities around the Pacific Northwest, guide students in exploring issues of local and regional relevance, establish and strengthen the place of the humanities in the Northwest, and produce graduates who have the skills to meaningfully engage with their communities and workplaces

<https://www.whitman.edu/fountain/fountain2020/the-fountain-january-28-2020>)."

Fourth, robust and developed alumni networks have expanded students' ability to receive mentoring and advice about future life planning. Programs such as Whitties Helping Whitties and Whitman Connect foster communication between alumni and students. The Student Engagement Center regularly hosts alumni speakers, offers resume writing and interviewing skills workshops, and advocates for students seeking employment. In sum, integrated, multi-faceted data have resulted in integrated, multi-pronged responses across campus that benefit students in myriad ways. Many of these are captured in Whitman's core themes, objectives, indicators, and benchmarks (Appendix 3).

Conclusion

Since Whitman has regularized assessment, the College has become more adept at communicating and using data in intentional and integrative ways to improve student learning and the overall student experience. Integrated and intentional responses to data have been collaborative, from the establishment of the college's strategic priorities, to resource acquisition and allocation, to program implementation. These efforts have included all levels of the college, from faculty and staff to the Board of Trustees and the President's Cabinet. In the examples presented here, these cooperative efforts have resulted in several major, progressive initiatives that have begun to shift the culture of the campus, so that it is becoming a more diverse, more inclusive, more experiential, and more forward-looking institution.

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Assessment Summary and Update for 2018-2019

Kendra Golden



Three Curricular Components Assessed

- I. Distribution Areas – General Education
- II. Academic Departments and Programs
(Major Programs)
- III. Encounters – General Education

I. Distribution Areas – General Education

544 courses (84%) were assessed across all
Distribution Areas

(Ranged from 37 courses in Quantitative Analysis to 150
courses in the Humanities)

Methods of Communicating Learning Outcomes to Students

- Faculty used a variety of methods, often multiple:
 - On course syllabi (68-84%)
 - Orally (67-91%)
 - In separate documents (16-32%)
 - Other ways (3-11%)

Type of Assignment used for Assessment

(black = spring 2018; red = 2018-2019)

- A wide variety of assignment types were used. The most common were:
 - Cultural Pluralism – Writing assignment (54%, 41%)
 - Fine Arts – Performance (40%, 37%)
 - Humanities – Quiz/examination (65%); Writing assignment (54%, 19%)
 - Quantitative Analysis – Quiz/examination (50%, 68%)
 - Science – Writing assignment (57%); Quiz/examination (38%, 27%)
 - Social Science – Writing assignment (53%, 41%)

Percentage of courses meeting instructor-identified benchmarks of achievement

(black = spring 2018; red = 2018-2019)

- Cultural Pluralism - 70%, 70%
- Fine Arts - 74%, 69%
- Humanities - 66%, 58%
- Quantitative Analysis - 68%, 68%
- Science - 72%, 62%
- Social Science - 58%, 72%

Institutional Benchmark

Institutional benchmark is, “Meet or exceed 75% achievement of benchmarks for distribution requirements campus-wide”

For the most part, faculty comments were thoughtful about future course design, teaching, and assessment.

Thoughts

- With a new general education curriculum on the horizon, Whitman has the opportunity to create student learning outcomes with more forethought and intention
- The college's benchmarks should be revisited when the new student learning outcomes are in place

II. Department and Program Assessments

Methods of assessment for 2018-2019 were:

- Written work/thesis - 59%
- Oral exam or presentation – 48%
- Written exam– 70%
- Performance – 11%
- Project – 15%
- Research Skills – 15%
- Other – 67%

Note: Some departments measured more than one learning outcome, and some learning outcomes were measured by more than one method.

Percentage of Departments/Programs Meeting Self-Identified Benchmarks

(black = spring 2018; red = 2018-2019)

70%, 73% - Yes

12%, 27% - No

18%, 0% - No benchmark provided

Institutional Benchmark

- Achieve at least 75% of all academic department and program student learning outcomes.

Types of Department/Program Revisions Planned Based on Assessment Results

(black = spring 2018; red = 2018-2019)

- Curricular Change - 58%, 29%
- Revision of Learning Outcomes - 27%, 15%
- Staffing Needs - 27%, 2%
- Change to Evaluation Methods - 33%, 25%
- Change to Course Content - 12%, 35%
- Communication with Student - 21% (new in '18-'19)

III. Encounters

(black = spring 2018, red = 2018-2019)

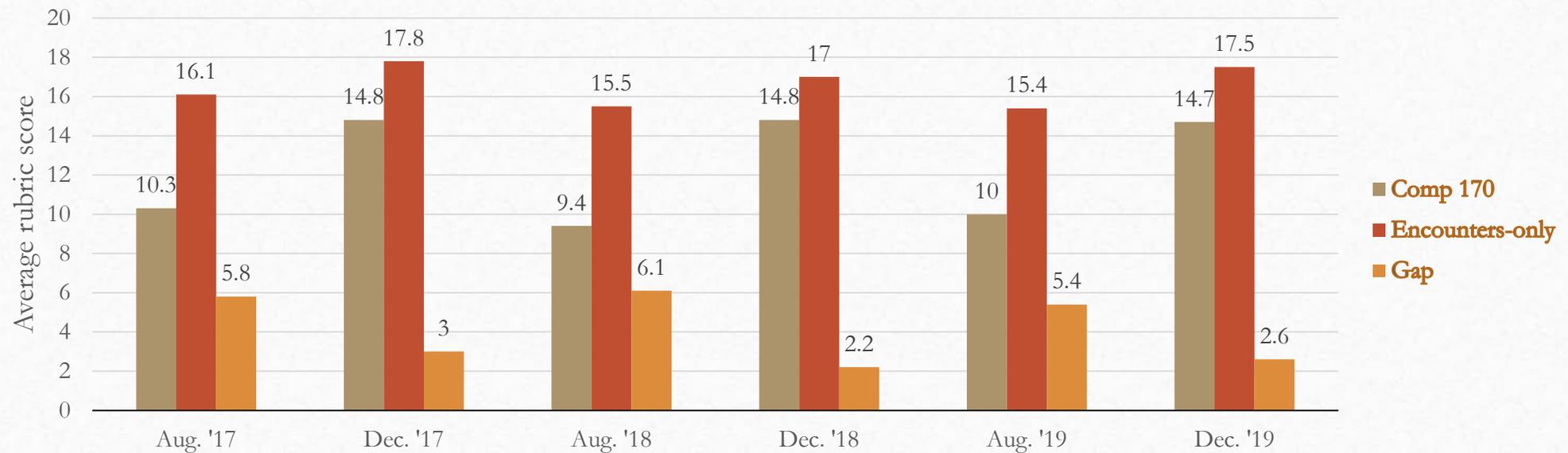
- Learning Outcome Assessed in Spring 2018
 1. Demonstrate the skill of close reading of important texts from a range of cultures – 62% of students met benchmark; self-identified benchmark not met
- Learning Outcomes Assessed in 2018-2019
 1. Develop a writing process that includes an understanding of the recursive nature of writing – 81% of students (313/386) met benchmark; self-identified benchmark met
 2. Write thesis-driven, evidence-supported essays – 89% of students (344/388) met benchmark; self-identified benchmark met

Benchmarks

- Encounters Faculty Self-Identified Benchmark for this outcome: 80% of students will achieve a score of 6 or higher (out of 8) on the thesis-driven writing rubric, and 80% of students will understand the concept of writing as a recursive exercise.
- Institutional Benchmark: Meet or exceed 75% achievement of student learning outcome benchmarks for Encounters. Note we are currently at 2 out of 3, or 66%.

First Year Writing Assessment

First Year Writing Assessment Results, Fall 2017, 2018, 2019



NWCCU Beacon Award First Year Writing Assessment



- Lydia McDermott and Dana Burgess, coordinators
- Mary Raschko
- Adeline Rother
- Johanna Stoberock
- Jenna Terry
- Juli Dunn
- Antonia Keithahn
- Neal Christopherson
- Stacey Giusti



Appendix 2

Results of the 2018 HEDS Senior Survey

Neal Christopherson, Director of Institutional Research
February, 2019

Higher Education Data Sharing Consortium (HEDS) Senior Survey asks graduating seniors to evaluate various aspects of their undergraduate experience, including teaching practices, the impact of the college on their intellectual growth and development, and their satisfaction with various aspects of the school. Survey items related to experiences and practices are broken down into five dimensions: 1) Good Teaching and High Quality Interactions with Faculty, 2) Challenging Assignments and High Faculty Expectations, 3) Interactions with Diversity, 4) Growth on Intellectual Outcomes, and 5) Growth on Civic Outcomes. A variety of questions about outcomes and satisfaction were also asked.

This survey was administered at Whitman in May, 2018. Students who were participating in commencement received the survey in early May and were asked to complete it before graduation. To boost response rates, extreme weather tickets for commencement were distributed to students only if they completed the survey. Whitman received 288 responses, a 77% response rate. The HEDS Senior Survey was also administered at 24 other schools, and aggregated comparison data is provided by the consortium.

Overall Indicator Results

The five indicators listed above in the first paragraph each consist of several survey questions. An individual student was determined to have a “high score” on an indicator if he or she answered positively to all survey items for that indicator. Table 1 shows the proportion of Whitman seniors who had high scores on each indicator compared to the proportion of seniors at other schools who had high scores. For example, 50% of Whitman seniors agreed with all 9 statements that make up the “Good Teaching” indicator. The Effect Size column shows whether or not there is a statistically significant difference between the proportion of Whitman seniors with high scores and the proportion of other seniors with high scores.

Table 1: Percentage of Seniors with High Scores on Five “Good Practice” Indicators

Indicator	Whitman	Other Seniors	Effect Size ¹
Good Teaching and High-Quality Interactions with Faculty	50%	50%	≈
Challenging Assignments and High Faculty Expectations	12%	21%	↓
Interactions with Diversity	6%	13%	↓
Growth on Intellectual Outcomes	41%	48%	↓
Growth on Civic Outcomes	35%	42%	↓

↑ Small positive difference ≈ No difference ↓ Small negative difference

¹ Effect size measures the magnitude of the difference between the proportion of high scores for Whitman seniors and the proportion of high scores for all other seniors.

As shown in Table 1, Whitman had a lower proportion of seniors with high scores compared to the comparison group for 4 of the 5 indicators. The remainder of this report will look at the specific survey items that make up each indicator, plus examine the questions about student outcomes and satisfaction.

Good Teaching and High-Quality Interactions with Faculty

The *Good Teaching and High-Quality Interactions with Faculty* indicator asks students about faculty’s interest in teaching and students, as well as out-of-class interactions with faculty. Equal to the comparison group, 50% of Whitman seniors had a high score on this indicator, responding “Strongly Agree” or “Agree” to all nine statements. Results for each survey item can be found in Table 2.

Table 2: Percentage of Students Agreeing with Each Statement in the Good Teaching and High-Quality Interactions with Faculty Indicator

	% Agree	
	<u>Whitman</u>	<u>Other Seniors</u>
Most faculty with whom I have had contact at this institution were...		
Genuinely interested in students*	97%	94%
Interested in helping students grow in more than just academic areas	81%	83%
Good at providing prompt and useful feedback*	90%	84%
Willing to spend time outside of class to discuss issues of interest and importance to students	91%	90%
Please indicate the extent to which you agree or disagree with each statement		
My nonclassroom interactions with faculty have had a positive influence on my personal growth, values, and attitudes	88%	84%
My nonclassroom interactions with faculty have had a positive influence on my intellectual growth and interest in ideas*	90%	85%
My nonclassroom interactions with faculty have had a positive influence on my career goals and aspirations	74%	75%
I developed a close, personal relationships with at least one faculty member	80%	81%
I am satisfied with the opportunities to meet and interact informally with faculty members.	80%	80%

* Proportions significantly different at $p < .05$

When looking at the individual survey items, Whitman seniors agreed at a similar rate to those in then comparison group, and were significantly more likely to agree on three items. The most positive results for Whitman are comparison numbers for a) faculty were genuinely interested in students, b) faculty were good at providing prompt and useful feedback, and c) nonclassroom interactions with faculty have had a positive influence on intellectual growth and interest in ideas.

Challenging Assignments and High Faculty Expectations

12% of Whitman Seniors had a high score on the *Challenging Assignments and High Faculty Expecations* indicator, responding “Very Often” or “Often” to all 14 statements, a lower proportion than the comparison group (21%). Table 3 shows the percentage of students responding “Very Often” or “Often” to each survey item.

Table 3: Percentage of Students Responding “Very Often” or “Often” to Each Statement in the Challenging Assignments and High Faculty Expectations Indicator

	% Often or Very Often	
	Whitman	Other Seniors
Below are statements about experiences you may have had in your classes. How often have you experienced each of the following?		
Faculty posed challenging ideas in class	89%	87%
Faculty asked me to show how a particular course concept could be applied to an actual problem or situation	71%	74%
Faculty asked me to point out any fallacies in ideas, principles, or points of view presented in the course	64%	68%
Faculty asked me to argue for or against a particular point of view*	68%	74%
Faculty challenged my ideas in class*	62%	70%
Students challenged each other’s ideas in class*	57%	68%
Below are descriptions of the types of exams or assignments you may have had in your classes at this institution. About how often have you undertaken each?		
Wrote essays*	78%	86%
Completed assignments or projects in which I solved problems*	61%	73%
Made oral presentations*	60%	69%
Used course content to address a problem not presented in the course	54%	58%
Compared or contrasted topics or ideas from a course	74%	78%
Pointed out the strengths and weaknesses of a particular argument or point of view*	69%	75%
Argued for or against a particular point of view and defended my argument	72%	76%
Connected what I learned in multiple courses*	73%	80%

* Proportions significantly different at $p < .05$

The gap between Whitman and the comparison group on the overall indicator appears to be related to differences in a handful of survey items. Whitman percentages were significantly lower on the following survey items related to faculty expectations:

- Faculty asked me to argue for or against a particular point of view
- Faculty challenged my ideas in class

- Students challenged each other’s ideas in class

Whitman seniors were also significantly lower on the following items related to assignment types:

- Wrote essays
- Completed assignments or projects in which I solved problems
- Made oral presentations
- Pointed out the strengths and weaknesses of a particular argument or point of view
- Connected what I learned in multiple courses

While the majority of graduating seniors indicated that they experienced or did these things “often” or “very often,” they did so at a slightly lower rate than students at comparison schools.

Interactions with Diversity

Our weakest performance across all indicators, 6% of Whitman seniors had a high score on the *Interactions with Diversity* indicator, responding “Strongly Agree” or “Agree” to all nine statements, compared to 13% of seniors in the comparison group. Results for individual survey items are in Table 4.

Table 4: Percentage of Students Agreeing with Each Statement in the Interactions With Diversity Indicator

	% Agree	
	<u>Whitman</u>	<u>Other Seniors</u>
How often have you had the following experiences at this institution?		
Attended a debate or lecture on a current political/social issue	33%	37%
Participated in a diversity or cultural awareness workshop	32%	27%
Had discussions about intergroup relations with students differing from you	51%	49%
Had serious discussions with other students about different lifestyles and customs	58%	57%
Had serious discussions with faculty or staff whose political, social, or religious opinions were different from your own*	17%	33%
Had serious discussions with students whose political, social, or religious opinions were different from your own*	29%	50%

* Proportions significantly different at $p < .05$

Similar to our NSSE results, the gap between Whitman seniors and the peer group on this indicator has to do with diversity related to political, social, and religious opinions. Whitman students are relatively politically homogeneous, and, while we do not have good evidence for this, the prevailing narrative is that Whitman students are less willing to publically discuss their religious views.

Growth on Intellectual Outcomes

41% of Whitman Seniors had a high score on the *Growth on Intellectual Outcomes* indicator, responding “Very Much” or “Quite a Bit” to all 10 statements, a lower proportion than the comparison group (48%). Results for individual survey items are in Table 5.

Table 5: Percentage of Students Responding “Very Much” or “Quite a Bit” to Each Statement in the Growth On Intellectual Outcomes Indicator

	% Very Much or Quite a Bit	
	<u>Whitman</u>	<u>Other Seniors</u>
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?		
<u>Careful Reading</u> : Comprehension and analysis of written texts within and across genres	90%	87%
<u>Critical Thinking</u> : Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion	93%	93%
<u>Creative Thinking</u> : Developing or combining ideas, images, or expertise in innovative ways*	77%	82%
<u>Information Literacy</u> : Locating, evaluating, and using information effectively and responsibly for a particular purpose*	84%	89%
<u>Quantitative Literacy</u> : Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments*	73%	80%
<u>Effective Writing</u> : Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose	90%	89%
<u>Effective Speaking</u> : Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations	75%	79%
<u>Teamwork</u> : Contributing to a team, facilitating the work of team members, and fostering a constructive team climate	73%	76%
<u>Problem Solving</u> : Designing, evaluating, and implementing a strategy to answer questions or achieve a goal*	79%	85%
<u>Integrative Thinking</u> : The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations	84%	86%

* Proportions significantly different at $p < .05$

The largest gaps we see across these items are in Quantitative Literacy and Problem Solving. We might argue that a Math major is more likely than an English major to indicate development in Quantitative Literacy, and therefore the difference could be related to the proportion of STEM majors in Whitman’s class of 2018. However, seniors from Whitman who took this survey were more likely to major in Physical Science, Math, or Computer Science than the comparison group (19% vs 12%). Unfortunately we don’t have to data necessary to determine whether or not these small gaps with the comparison group are the result of responses from Whitman STEM majors

scoring lower than STEM majors from other schools, or from Whitman’s non-STEM majors scoring lower than non-STEM majors from other schools.

Two other gaps worth noting are in Creative Thinking and Information Literacy. Again, it is not clear what is driving this difference. We can hypothesize that certain majors would be more likely to develop skills in Creative Thinking (Fine Arts, e.g.), but, again, we don’t have the data to do this sort of analysis with the comparison group. We can note that seniors from Whitman who took this survey were slightly more likely to major in Fine and Performing Arts (10% vs 7%) and equally likely to major in Humanities (19% for both samples), which complicates the results for Creative Thinking.

While we do not have the unit-record data from the comparison schools, we can look at results for these four items by major for Whitman seniors, as shown in Table 6:

Table 6: Percentage of Whitman Seniors Indicating They Improved “Very Much” or “Quite a Bit” on Four Intellectual Outcomes

Major	Social Science	Humanities	Fine Arts	Biological Science	Phys Sci, Math, & Comp Sci
Quantitative Literacy	68%	63%	57%	90%	88%
Problem Solving	72%	75%	78%	81%	94%
Creative Thinking	79%	83%	92%	75%	68%
Information Literacy	85%	90%	82%	86%	81%
N	112	52	28	59	50

As we might expect, Fine Arts majors show a more positive result on Creative Thinking, while Physical Science/ Math majors show a more positive result on Problem Solving, and STEM majors in general are higher on quantitative literacy.

Regardless of where we are significantly different from peer schools, a set of questions such as this, especially while we are in the process of revising our general education requirements, encourages us to think about what we would like the responses of our seniors to look like. Which percentages do we expect (or want) to be highest and lowest? Which items do we think should be over (for example) 90%? For which survey items do we not care if they are below 80%?

Growth on Civic Outcomes

35% of Whitman Seniors had a high score on the *Growth on Civic Outcomes* Indicator, responding “Very Much” or “Quite a Bit” to all 4 statements. This is lower than the 42% of those in the comparison group with high scores. Results for individual survey items are in Table 7.

Table 7: Percentage of Students Responding “Very Much” or “Quite a Bit” to Each Statement in the Growth On Civic Outcomes Indicator

	% Very Much or Quite a Bit	
	Whitman	Other Seniors
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?		
<u>Civic Engagement</u> : Promoting the quality of life in a community, through both political and nonpolitical processes*	55%	62%
<u>Intercultural Knowledge and Competence</u> : Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts*	63%	72%
<u>Ethical Reasoning</u> : Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions	73%	76%
Overall, to what extent have your experiences at this institution prepared you for the following activities?		
Social and Civic Involvement	67%	64%

* Proportions significantly different at $p < .05$

The overall difference between Whitman and the comparison group on this indicator is likely due to two items: the extent to which students said their undergraduate experience developed Civic Engagement (promoting the quality of life in a community), and Intercultural Knowledge and Competence (information, skills and commitments that support effective and appropriate interactions in a variety of cultural contexts).

Interestingly, despite the results described in the previous paragraph, Whitman seniors were slightly more likely (although the difference is not statistically significant) to say their experience prepared them for social and civic involvement.

Outcomes

In addition to the 5 Good Practice Indicators discussed above, the HEDS Senior Survey includes a variety of survey items related to Outcomes, including the extent to which seniors indicated their undergraduate experience prepared them for graduate school, their career path, and other aspects of post-college life. Results for these survey items are found in Table 8.

Table 8: Percentage of Students Responding “Very Much” or “Quite a Bit” to survey items related to Outcomes

	% Very Much or Quite a Bit	
	<u>Whitman</u>	<u>Other Seniors</u>
To what extent have your experiences at this institution prepared you for the following activities?		
Graduate or professional school	79%	77%
Career Path*	61%	71%
Interpersonal relationships and family living	69%	68%
Responsibilities of post-undergraduate life (e.g. managing finances, maintaining health, creating a home)*	31%	45%
Continued learning on my own or outside of a degree program (e.g. learning a new language, professional certification, learning a craft)	67%	71%

* Proportions significantly different at $p < .05$

Whitman students are significantly less likely to say their undergraduate experience prepared them for their Career Path and for the Responsibilities of post-undergraduate life. This could be the result of both Whitman culture and Whitman’s major offerings. The comparison group has a much higher percentage of students majoring in Business, Education, and Health Sciences (including Nursing), which likely funnel graduates directly into their desired career path.

Satisfaction

The HEDS Senior Survey also includes an extensive array of satisfaction items, including overall satisfaction, questions about the quality of academic experiences, overall course instruction, and the quality of campus life. The following tables will show results for Whitman and the comparison group. Results in this section, overall, are more positive than the results from the Indicators. Note that these percentages (and the significance tests) do not include those who marked “not relevant” for any item.

Results from the set of questions regarding satisfaction with various academic experiences are in Table 9. Only two items show significant difference from the peer group. Whitman seniors are more likely to be satisfied with the availability of courses, and with tutorial help and academic assistance.

Table 9: Percentage of Students Satisfied with the Quality of Academic Experiences

	% Satisfied	
	<u>Whitman</u>	<u>Other Seniors</u>
How satisfied are you with the Quality of your Academic Experiences?		
First year advising	75%	73%
Major advising	89%	85%
Faculty availability outside of class	97%	95%
Student interaction with faculty	96%	94%
Availability of courses*	74%	65%
Independent study	88%	84%
Internships or study off-campus or abroad	90%	86%
Tutorial help or other academic assistance*	90%	84%

* Proportions significantly different at $p < .05$

Three questions about general satisfaction with instruction across our three academic divisions show no significant differences between Whitman seniors and those in the comparison group, as shown in Table 10.

Table 10: Percentage of Students Satisfied with Overall Course Instruction

	% Satisfied	
	<u>Whitman</u>	<u>Other Seniors</u>
How satisfied are you with the Quality Course Instruction?		
Humanities and Arts	95%	93%
Science and Math	87%	83%
Social Sciences	92%	92%

* Proportions significantly different at $p < .05$

The next set of questions relates to various aspects of campus life and community. Results are shown in Table 11.

Table 11: Percentage of Students Satisfied with Quality of Campus Life

	% Satisfied	
	Whitman	Other Seniors
How satisfied are you with the Quality of Campus Life?		
Student voice in policies	60%	61%
Student government	69%	68%
Social life on campus*	82%	71%
Cultural and fine arts programming*	91%	82%
Lecturers and speakers*	95%	91%
Religious/spiritual life*	69%	84%
Campus safety*	82%	75%
Ethnic/racial diversity*	20%	52%
Climate for minority students on campus*	28%	48%
Sense of community on campus*	78%	68%

* Proportions significantly different at $p < .05$

Whitman seniors are significantly more likely to be satisfied with social life on campus, cultural and fine arts programming, lecturers and speakers, campus safety, and the sense of community on campus. This last item is especially interesting: Whitman seniors are significantly less likely to be satisfied with the three survey items related to diversity (religious/spiritual life, ethnic/racial diversity, and the climate for minority students on campus), but more satisfied with the overall sense of community.

It is worth digging into these satisfaction items to see if there are important demographic differences, particularly on the questions related to diversity and community. For example, are students of color equally satisfied with the sense of community on campus, or with the climate for minority students? Table 12 (on the following page) shows the percentage of Whitman seniors who identify as students of color who are satisfied with each item.

These results show that while Whitman seniors are, overall, more satisfied with many aspects of campus life than seniors at other schools, significant gaps still exist between white students and students of color. Note that because of the smaller number of students in these two categories, larger gaps are required to report statistical significance.

Table 12: Percentage of Whitman Students Satisfied with the Quality of Campus Life, by Racial Category

	% Satisfied	
	<u>White</u>	<u>Students of Color</u>
How satisfied are you with the <i>Quality of Campus Life</i>?		
Student voice in policies*	62%	48%
Student government	72%	61%
Social life on campus*	86%	68%
Cultural and fine arts programming*	93%	83%
Lecturers and speakers	96%	92%
Religious/spiritual life	71%	57%
Campus safety*	84%	71%
Ethnic/racial diversity	19%	20%
Climate for minority students on campus	28%	21%
Sense of community on campus*	81%	69%

* Proportions significantly different at $p < .05$

Seniors were asked to rate their satisfaction with a lengthy list of campus services and facilities, everything from campus offices to food to housing. In general, Whitman seniors were more satisfied than their counterparts, significantly higher on 14 of 18 survey items. Results are found in Table 13.

Table 13: Percentage of Students Satisfied with Campus Services and Facilities

	% Satisfied	
	Whitman	Other Seniors
How satisfied are you with the Quality of Campus Services and Facilities?		
Classroom/Laboratory Facilities*	98%	93%
Computer Facilities and Resources*	97%	92%
Computer Services and Support*	95%	86%
Library Facilities and Resources*	99%	94%
Library Services*	99%	95%
Career Services	72%	72%
Counseling Services	83%	78%
Financial Aid Office*	86%	79%
Financial Aid Package	73%	79%
Food Services*	86%	60%
Student Center/Union Facilities*	92%	83%
Student Center/Union Programs*	90%	83%
Student Health Services	67%	65%
Student Housing*	88%	65%
Student Financial Services (Student Accounts, etc.) *	91%	83%
Recreation/Athletics Programs*	94%	87%
Recreation/Athletics Facilities*	95%	87%
Registrar's Office*	96%	84%

* Proportions significantly different at $p < .05$

Overall Satisfaction

Two questions on the survey relate to students' overall satisfaction with their undergraduate experience, shown in Table 14. Whitman seniors were significantly higher on one of them.

Table 14: Overall Satisfaction Measures

	% Satisfied	
	Whitman	Other Seniors
Overall, how satisfied have you been with your undergraduate education at this institution?	90%	87%
If you had it to do all over again, would you choose to attend this institution?*	77%	71%

* Proportions significantly different at $p < .05$

Across all the items for satisfaction with specific aspects of campus, the highest correlates with these overall satisfaction items are satisfaction with *student interaction with faculty*, and

satisfaction with *social life on campus*. As we have seen across a variety of research projects, relationships and community are key to producing a positive student experience.

Selected Satisfaction Items: Comparison to 2015

Whitman administers a survey to seniors every spring, and saw a shift in results with the 2016 administration of the HERI College Senior Survey. Although we still see significantly higher results for Whitman compared to the comparison group, prior to 2016 student satisfaction levels were much higher. As an example, the following table shows changes the *Quality of Campus Life* and the *Overall Satisfaction* items from 2015, the last time we administered the HEDS Senior Survey.

	% Satisfied		
	2015	2018	Change*
Student voice in policies	70%	60%	-11%
Student government	84%	69%	-15%
Social life on campus	91%	82%	-10%
Cultural and fine arts programming	95%	91%	-4%
Lectures and speakers	97%	95%	-2%
Religious/spiritual life	80%	69%	-10%
Campus safety	96%	82%	-14%
Ethnic/racial diversity	29%	20%	-9%
Climate for minority students on campus	39%	28%	-11%
Sense of community on campus	88%	78%	-10%
Overall, how satisfied have you been with your undergraduate education at this institution?	95%	90%	-5%
If you had it to do all over again, would you choose to attend this institution?	83%	77%	-6%

* Change column may not match the difference between the 2015 and 2018 columns due to rounding

It is not clear what changed – whether these decreases reflect a real change within the student body or campus culture, a change in student expectations for their experience, or whether it simply became more fashionable for students to be disgruntled with the college. For example, between 2015 and 2018 the racial makeup of the student body became more diverse, but satisfaction with ethnic/racial diversity decreased. What should we make of such results?

In general, how concerned should we be with student satisfaction, especially in light of some of the more negative results described in the first half of this report? Should we be more concerned with student satisfaction or with indicators of good practice? The argument for pursuing “good practices” may be obvious, while pursuing “satisfaction” is often disparaged as chasing good customer service reviews. However, consider the following argument from *How College Works* by Daniel Chambliss and Christopher Takacs:

Among assessment experts, “satisfaction” is routinely disparaged as an “indirect measure” of students gains in college, since it doesn’t directly tap the defined academic skills gained. We think, quite to the contrary, that genuine satisfaction might be one of the best measures of all. And—if colleges want to improve their students’ lives—alumni satisfaction is better still. Once they are years (or decades) out of college, former students have some perspective. They’ve forgotten the minor ups and downs. They can then judge whether college was worth the cost; they can factor in the value of friendships, and job placements, and student debt; they know whether their major mattered, and if so, how. If you want to find out, two or ten or twenty years after graduation, whether the college experience was worth all the time and money, just ask the former students themselves. Who would know better?

The satisfaction of former students—ultimately, their happiness—is not then, just another legitimate outcome of going to college. It’s the whole point. (153)

If our graduating seniors are happy with their experience and find their time at Whitman to be “worth it,” we can balance these positive results with those suggesting we can get better at implementing proven good practices. Perhaps the takeaway from this survey is that we’re doing some things well, and we can do others better.

Appendix A: List of Comparison Schools

The American University of Paris
Austin College
Bates College
Carthage College
Colgate University
Franklin & Marshall College
Gettysburg College
Haverford College
Hobart and William Smith Colleges
Holy Names University
Lewis & Clark College
Lycoming College
Macalester College
McDaniel College
Mercer University
Muhlenberg College
Reed College
Sewanee: The University of the South
Sweet Briar College
Union College (NY)
University of Puget Sound
Ursinus College
Virginia Wesleyan University
Washington & Jefferson College

Appendix 3

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	Lead Individuals/Groups
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. The gap between financial aid and demonstrated need has been reduced from \$6,000 to \$4,000, and the effort to reduce the gap even further will continue.	<ul style="list-style-type: none"> Peter Harvey, Chief Financial Officer President’s Cabinet
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. Admissions policies have been successful at increasing the diversity of the student body (see next indicator for numbers).	<ul style="list-style-type: none"> Josh Jensen, VP for Enrollment and Communications Adam Miller, Director of Admission

Objective 2. The College will enroll and retain a student body that is diverse across demographic categories.

Indicator	Rationale	Benchmark	Lead Individuals/Groups
a. Number of domestic students of color, number of international students, and number of socioeconomically diverse students.	Domestic students of color, international students, and socioeconomically 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. <i>There has been a steady increase in the number of students of color (to 24.1%) and international students (to 8.8), over the last several years. See Fact Book for details.</i>	<ul style="list-style-type: none"> • Josh Jensen, VP for Enrollment and Communications • Adam Miller, Director of Admission
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. <i>Retention rates for traditionally underrepresented students have been comparable to those of majority white students. In fact, students who attended recent Summer Fly-In Programs have had slightly higher retention rates and have emerged as campus leaders. Overall retention rates have dropped a bit, and this is a topic of import for the Retention Working Group. The institutional goal for overall student retention is 90%.</i>	<ul style="list-style-type: none"> • Retention Working Group - Kazi Joshua, VP of Student Affairs and Dean of Students

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

Indicator	Rationale	Benchmark	Lead Individuals/Groups
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. Virtually all students whose work is accepted for presentation at professional conferences are approved for funding for travel and lodging. This year, a meal allowance was instituted, reducing a possible barrier to participation.	<ul style="list-style-type: none"> • Alzada Tipton, Provost and Dean of the Faculty • Kendra Golden, Associate Dean for Academic Affairs
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. The Special Activities Fund continues to be highly subscribed – there is so much demand that a budget increase was requested last year and granted for implementation for '19-'20. In 2018, 16 students were granted housing supplements. In 2019, that number increased to 24. The Cabinet may investigate extending this to all students.	<ul style="list-style-type: none"> • Kazi Joshua, VP of Student Affairs and Dean of Students • Peter Harvey, Chief Financial Officer • Marilyn Ponti, Director of Financial Aid

<p>c. Equitable access for all students to participate in curricular and cocurricular activities (reduce financial barriers to participation).</p>	<p>Participation in all curricular cocurricular activities is an important part of campus life and contributes to a strong campus community.</p>	<p>Provide funding for students who need assistance in order to allow them to fully participate in curricular and co-curricular activities. In addition to the Special Activities Fund, individual programs, such as the Outdoor Program, maintain scholarship funds that reduce barriers to participation. The First Generation/Working Class (FGWC) working group maintains a very active listserv that informs students with financial</p>	<ul style="list-style-type: none"> • Kazi Joshua, VP of Student Affairs and Dean of Students • Peter Harvey, Chief Financial Officer
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		<p>challenges about the many available opportunities (e.g. scholarships, jobs, funded internships, etc.).</p>	
<p>d. Provide information, preparation, and mentorship to assist students with participation.</p>	<p>Full participation in all aspects of the life of the College should not be hindered because of lack of information or cultural capital.</p>	<p>Train faculty and staff to be familiar with campus programs and to mentor students by providing information, advice, and help. Since 2012, the Dean of Students office meets with all new faculty to explain how their office helps students in need. The Point of Contact advisor program recruits and trains volunteer faculty and staff to serve an auxiliary advising role to complement academic advising. New academic advisors receive training on advising FGWC students. The FGWC student club has an advisor who identifies as FGWC.</p>	<ul style="list-style-type: none"> • Kazi Joshua, VP of Student Affairs and Dean of Students • Juli Dunn, Associate Dean of Students

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

Indicator	Rationale	Benchmark	Lead Individuals/Groups
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. Residence Life maintains a robust programming calendar and trains residence hall staff in ways to build community.	<ul style="list-style-type: none"> Nancy Tavelli, Associate Dean of Students: Campus Life, Residence Life and Housing
b. Robust pre-orientation programming	Pre-orientation programs are an initial place to develop	Maintain robust pre-orientation trips (Scrambles and SCORE).	<ul style="list-style-type: none"> Barbara Maxwell, Associate Dean of
	friendships and cohorts, and to establish connections to both place and peers.	Provide Summer Fly-In Program for 60 or more incoming students (currently 50 students/summer). A new program, Explorations, has been developed in addition. Together with Scrambles, SCORE, and fall varsity athletics, these are now grouped into "Immersion." In addition, Whitman is undergoing a complete re-envisioning of its new student orientation program. Details have not been revealed, but the goal is to provide community-building activities for all students, regardless of ability to pay.	Students: Student Programs and Activities

<p>c. Support for difference and inclusivity</p>	<p>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.</p>	<p>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. All of these programs have been maintained. New personnel have taken on key leadership positions. The Power & Privilege Symposium, in particular, has undergone significant growth and change, and is undergoing an external review this year ('19-'20).</p>	<ul style="list-style-type: none"> • Helen Kim, VP for Diversity, Equity and Inclusion (now Thomas Witherspoon)
<p>d. Encounters program</p>	<p>A common intellectual experience helps build community among the first-year class.</p>	<p>Maintain a common first-year intellectual experience. Offer faculty development programs that support inclusive pedagogy. Whitman is re-envisioning its entire general education program. By faculty vote, the college remains committed to a common,</p>	<ul style="list-style-type: none"> • Helen Kim, Director of Encounters • Lisa Perfetti(now Helen Kim), Associate Dean for Faculty Development • General Studies Committee

<p>e. Foster a sense of belonging among all people on campus</p>	<p>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.</p>	<p>first-year intellectual experience. Starting in fall '20, Encounters will be discontinued, and the new program will have a new, innovative format. A requirement of the new general education program is inclusive classroom practices, as well as instruction in writing. Faculty in the first-year program will have explicit pedagogical training through programs designed and delivered by the designated writing coordinator. In addition, programs in 2017-2019 included: Mental Health and Teaching; Teaching Inclusively, by Mary James; Supporting International Students; Teaching Race; Open Access and Equity; and faculty peer training on inclusive teaching in Encounters. Participation ranged from 2045 individuals.</p> <p>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.</p> <p>New faculty orientation – includes 10 lunches per year since 2011; CTL grants encourage inclusion of staff (90% of CTLfunded projects included staff, and since 2018 spots have been saved specifically for staff attendance). The Diversity Advocate Program has trained 20 staff to be diversity advocates on search committees for new staff employees. The Academic Affairs</p>	<ul style="list-style-type: none"> • Helen Kim(now Thomas Witherspoon), VP for Diversity, Equity and Inclusion • Alzada Tipton, Provost and Dean of the Faculty • Lisa Perfetti(now Helen Kim), Associate Dean for Faculty Development • Shane Watkins(now Telara McCullough), Director of Human Resources
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		<p>staff have bi-annual retreats for training, community-building, and updates about the college. The college has instituted bidirectional performance evaluations. Academic Affairs staff and supervisor evaluations will be based on the Core Values that were determined through the biannual retreats and Academic Affairs staff. Academic Affairs now has a new staff mentoring program.</p>	
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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	Lead Individuals/Groups
a. Off-campus studies participation	Understanding of a culture or region other than one's own is	Maintain or exceed the current levels of robust participation in OCS programs	<ul style="list-style-type: none"> Susan Holme, Director of Off-Campus Studies

	an essential part of a liberal arts education and is key to developing future leaders in an increasingly interdependent global society.	(aspire to reach 50% participation in OCS programs). Currently 45%	
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. The Power & Privilege Symposium has undergone significant structural reorganization and is undergoing an external review this year; it is still strongly supported by faculty, who voted again to cancel classes for that day for the next three years. The Continuing the Conversation series continues to provide a casual, safe, and welcoming place for all in the community to engage in dialog about all sorts of potentially sensitive topics.	<ul style="list-style-type: none"> • Helen Kim(now Thomas Witherspoon), VP for Diversity, Equity and Inclusion • Helen Kim, Director of Encounters Program • Leann Adams, Director of Student Activities Adam • Kirtley, Assistant Director for the Intercultural Center; Stuart Coordinator of Religious and Spiritual Life
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. In Oct. 2017, the CTL sponsored a program for designing assignments for cultural difference, with 26 attendees. Institutional benchmark for achievement of the Cultural Pluralism distribution requirement is 75% of courses (instructors) achieve their self-identified benchmarks. In 2018, 70% achieved these benchmarks, and in 2018-2019, 70% achieved these benchmarks.	<ul style="list-style-type: none"> • General Studies Committee • Helen Kim(now Thomas Witherspoon), VP for Diversity, Equity and Inclusion • Helen Kim, Director of Encounters Program Lisa • PerfettiKim), Associate Dean for (now Helen Faculty Development

Objective 2. Students will engage with complexity and succeed in environments of experimentation, exploration, and uncertainty.

Indicator	Rationale	Benchmark	Lead Individuals/Groups
a. Student/faculty research	Research with faculty is a highimpact practice where students can engage with complex ideas and real research questions.	Increase funding for, and the number of students doing, research with faculty. In summer 2018, 48 students did research with faculty. In summer 2019, 72 students were funded by the college. Faculty with NSF, NIH, or Murdock support funded another 17 students.	<ul style="list-style-type: none"> Alzada Tipton, Provost and Dean of the faculty Lisa Perfetti (now Helen Kim), Associate Dean for Faculty Development
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. These programs are maintained with robust support and participation. Exit surveys give feedback for continued evaluation and improvement. The Student Engagement Center will be undergoing an external review in March 2020, at which time its programs will be thoroughly reviewed.	<ul style="list-style-type: none"> Noah Leavitt, Director of the Student Engagement Center John Bogley (now Steve Setchell), VP for Development and Alumni Relations
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	Achieve major program student learning outcomes affiliated with senior assessment in the major. In 2018, when all academic departments and programs were directed to assess some	<ul style="list-style-type: none"> Academic department chairs Assessment Committee

	complex issues, and grapple with uncertain outcomes.	component of their senior assessment in the major, the number of departments that achieved their self-identified student learning outcomes was 70%. The institutional benchmark is 75%.	
<i>Objective 3. Students will complete a major that provides depth in an area of academic inquiry.</i>			
Indicator	Rationale	Benchmark	Lead Individuals/Groups
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. In spring 2018, 70% achieved their student learning outcomes. In 2018-2019, 73% achieved their student learning outcomes.	<ul style="list-style-type: none"> Academic department chairs Assessment Committee
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. In order to graduate, any student must complete the senior assessment to a satisfactory degree, and that has been accomplished for 100% of graduates, but as far as the aspirational goal, 70% of departments met their self-identified benchmarks in 2018.	<ul style="list-style-type: none"> Academic department chairs Assessment Committee

Objective 4. Students will engage in a curriculum that provides breadth across the liberal arts.

Indicator	Rationale	Benchmark	Lead Individuals/Groups
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. <i>Over the course of the last two years, rates of achievement for the various distribution areas has ranged from 58% to 74%. Note that as Whitman is re-envisioning its general education program, the distribution areas will change, and will the student learning outcomes to better reflect student growth and the new curriculum.</i>	<ul style="list-style-type: none"> • General Studies Committee • Assessment Committee
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>Over the course of the last two years, the Encounters program has assessed three out of its five student learning outcomes. Benchmarks were achieved for two of those three, or 67%. With two more learning outcomes to be assessed this year, achievement is very likely. Also worth noting is that '19-'20 will be the last year for Encounters. In fall '20, the new first year courses will be implemented, with new student learning outcomes based on student growth.</i>	<ul style="list-style-type: none"> • General Studies Committee • Assessment Committee • Helen Kim, Director of Encounters Program
<i>Objective 5. Students will be supported in their academic pursuits.</i>			

Indicator	Rationale	Benchmark	Lead Individuals/Groups
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.	<p>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.</p> <p>In 2017, 52% of first-year students met with their SA's at least once. In 2018, 66% of first-year students met with their SA's at least once. In 2019, 98% of first-year students met with their SA's at least once. In fall 2019, approximately 72% of students who received mid-term grade report notices met with someone in the Academic Resource Center.</p>	<ul style="list-style-type: none"> • Juli Dunn, Associate Dean of Students • Janet Mallen, Assistant Director of Academic Resources
b. Peer Tutoring	One-on-one or small group tutoring provides a focused environment for study, assistance with coursework, and feedback on assignments.	<p>Increase the number of students who take advantage of peer tutoring through the ARC or department tutoring programs. After years of steady increases, the raw number of students who participate in peer tutoring appears to have decreased in very recent years. However, this is misleading, since there are now more opportunities for students to participate in peer tutoring in different ways –for example, group peer tutoring, department-based peer tutoring, specific class-based tutoring, etc. Whitman is currently investigating ways to effectively capture student participation in these different venues for peer tutoring.</p>	<ul style="list-style-type: none"> • Juli Dunn, Associate Dean of Students • Janet Mallen, Assistant Director of Academic Resources

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.	<ul style="list-style-type: none"> Lydia McDermott, Director of the Center for Writing and Speaking
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d. Academic advising	Pre-major and major advising provide resources and support for students as they navigate their college career.	<p>Recognize the value of excellence in academic advising by including advising with other considerations when determining merit.</p> <p>Annual Faculty Activity Report form has been revised to specifically ask faculty to comment on advising.</p> <p>In spring 2018, CTL hosted a program on advising as teaching, with 30 attendees.</p>	<ul style="list-style-type: none"> Alzada Tipton, Provost and Dean of the Faculty Division Chairs Juli Dunn, Associate Dean of Students
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Objective 6. Students will communicate effectively via oral, written, and visual forms.

Indicator	Rationale	Benchmark	Lead Individuals/Groups
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.	<p>Achieve senior oral exam learning outcomes, and general education and department/program oral communication learning outcomes. Institutional benchmark is 75% achievement.</p> <p>Senior oral exam and department/program oral communication student learning outcome achievement is very nearly 100%.</p> <p>General education estimate is 78% achievement.</p>	<ul style="list-style-type: none"> Academic department chairs Helen Kim, Director of Encounters General Studies Committee Assessment Committee

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 and department/program written communication learning outcomes. Institutional benchmark is 75% achievement. General education estimated achievement is 85%. Department/program estimated achievement is also 83%.	<ul style="list-style-type: none"> • Academic department chairs • Helen Kim, Director of Encounters • General Studies Committee • Assessment Committee
c. Visual communication Performative practices: non-written, non-verbal 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. Musical, theatrical and visual art opportunities are numerous and are available for both majors and non-majors. Information is not available for department/program student learning outcomes in this area. General education achievement estimate is 63%.	<ul style="list-style-type: none"> • Academic department chairs • Helen Kim, Director of Encounters • General Studies Committee • Assessment Committee •

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 highimpact 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	Lead Individuals/Groups

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. During '18-'19, 14 new student clubs were formed, and during '17-'18, there were 6 new clubs. Student Activities maintains an easy club registration process, and staff are available to help students navigate club formation, and, if desired, ASWC recognition. Students regularly form new clubs year-round in order to meet needs and interests that are not met by other organizations.	<ul style="list-style-type: none"> Leann Adams, Director of Student Activities
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<p>b. The Residence Life experience; Residence Life and Academic Resource Center opportunities for student growth and leadership</p>	<p>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.</p>	<p>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. These processes and assessment activities are ongoing.</p>	<ul style="list-style-type: none"> • Nancy Tavelli, Associate Dean of Students: Campus Life, Residence Life and Housing • Janet Mallen, Assistant Director of Academic Resources: Student Success
<p>c. Affinity groups</p>	<p>Affinity groups enhance the student experience by allowing students to pursue common interests with a cohort.</p>	<p>Enable, promote, and encourage affinity groups. Affinity groups are easily formed, and there are many that thrive on campus. For a full list of student clubs and organizations,</p>	<ul style="list-style-type: none"> • Helen Kim(now Thomas Witherspoon), VP for Diversity, Equity and Inclusion

		<p>including affinity groups, see: https://www.whitman.edu/campuslife/studentclubs-and-organizations A recent addition has been the Muslim Student Association, for example.</p>	<ul style="list-style-type: none"> • Maggi Banderas(now Laura Sanchez), Director of the Intercultural • Center Adam Kirtley, Interfaith Chaplain
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<p>d. Participation and leadership opportunities in athletic and outdoor activities</p>	<p>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.</p>	<p>Administer evaluations for these programs. Participants will indicate satisfaction with their experiences, as well as with their acquisition of leadership skills. The Outdoor Program regularly assesses its programs and its leadership development programs. In Athletics, the Student Athletic Advisory Committee (SAAC) is a venue for student voice and leadership. Overall, assessment within the realm of Sports Studies, Recreation, and Athletics could stand to be more robust.</p>	<ul style="list-style-type: none"> • Leann Adams, Director of • Student Activities Michele Hanford, Fitness • Facility and Club Sports Director • Brien Sheedy, Director of Outdoor Programs • Michelle Kim Ferenz(now Chandler), Interim Director of Athletics Stuart Chapin, Assistant Director of Outdoor Programs
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<p>e. Participation and leadership opportunities across campus; leadership recognition</p>	<p>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.</p>	<p>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. There are many opportunities for leadership development and recognition on campus. For example, read about the Pathways Program at: https://www.whitman.edu/campuslife/pathwaysleadership-program. In '18-</p>	<ul style="list-style-type: none"> • Leadership Program Working Group - Barbara Maxwell, Associate Dean of Students: Student • Programs and Activities Various key staff in both Student Affairs (e.g. Adams, Maxwell, Kirtley) and Academic Affairs (e.g. Leavitt, Raether)
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		<p>'19, a NEW Leadership Institute was implemented to encourage political interest among college women. Leadership awards include the Robert W. Graham and Colleen Seidelhuber Willoughby Awards for Excellence in Student Leadership. Whitman students regularly receive prestigious scholarships, grants, and fellowships. See: https://www.whitman.edu/afterwhitman/fellowshipsand-grants</p>	
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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	Lead Individuals/Groups
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<p>a. Student Engagement Center programs</p>	<p>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.</p>	<p>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. Surveys that assess the overall student experience and satisfaction with SEC programs are regularly administered. The SEC's programs are encapsulated in the new Four Year Plan, a guide to help students navigate their college years with an eye toward life after Whitman. See: https://www.whitman.edu/afterwhitman/studentengagement-center/planyour-future/four-phase-plan</p>	<ul style="list-style-type: none"> Noah Leavitt, Director of the Student Engagement Center and SEC staff
<p>b. Off-campus studies programs and other experiential learning opportunities</p>	<p>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.</p>	<p>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. The OCS office, in consultation with the OCS committee, regularly updates, refines, and administers surveys to all students who have participated in its affiliated Off-Campus Study programs, including the new faculty-led Crossroads courses. Meanwhile, the flagship Semester In The West course continues to provide a unique, semesterlong field-based approach to learning. Courses such as the Crossroads courses and SITW expand student/faculty learning opportunities and provide high-impact experiential learning opportunities.</p>	<ul style="list-style-type: none"> Susan Holme, Director of Off-Campus Studies and OCS staff Alzada Tipton, Provost and Dean of the Faculty

<p>c. Community-based research and learning in the curriculum</p>	<p>Linking coursework to community is a high-impact learning opportunity for students that develops their sense of place in the local area.</p>	<p>Increase faculty and student participation in community-based education; funds provided by the College's Mellon grant. The Student Engagement Center provides opportunities through semester-long internships, volunteer opportunities, and its Community Fellow program for students to engage with the broader community. In spring 2019, a Lunch and Learn series featuring community leaders from various fields was held. There was an endofsemester networking event featuring various community partners. All of these were well attended (30-55 people) and connected the classroom to the community. In the new first year seminar program, faculty will receive Mellon-funded stipends</p>	<ul style="list-style-type: none"> • Key faculty (Jason Pribilsky, Nicole Pietrantoni) • Noah Leavitt, Director of the Student Engagement Center • Lisa Perfetti(now Helen Kim), Associate Dean for Faculty Development
		<p>if they choose to develop community connections and experiential learning in their courses. In 2018, 23 community members and 29 Whitman faculty met to exchange ideas. A committee of six faculty and Noah Leavitt met weekly over 2018-19 and formulated values statements and funded approximately six programs. In 2020, the college received a \$900,000 grant from the Andrew Mellon Foundation to foster collaboration for the planning and implementation of community engagement initiatives among the five colleges in the NW5C (Northwest Five Consortium).</p>	

<p>d. Collaboration with the Confederated Tribes of the Umatilla Indian Reservation</p>	<p>Partnering with local indigenous tribes strengthens Whitman's links to the history of the community and models power of place.</p>	<p>Build on and expand cooperative initiatives with the Confederated Tribes of the Umatilla Indian Reservation. Approximately eight events involving the CTUIR took place over 2018-19, including a day devoted to imagining ways to implement the MOU with the CTUIR. In spring 2020, an initiative to involve Whitman faculty and staff in cultural/educational projects with CTUIR children was implemented. A more detailed and complete listing of events with CTUIR is available from the Provost's office.</p>	<ul style="list-style-type: none"> • Kathy Murray, President of Whitman College • President's Cabinet • Alzada Tipton, Provost and Dean of the Faculty • Noah Leavitt, Director of the Student Engagement Center, and SEC staff
<p>e. Research with faculty and conference participation</p>	<p>The creation of knowledge with faculty mentors and presenting results to a broad audience is a fundamental way to put learning into practice and prepares students for professional life.</p>	<p>Maintain funding for research opportunities with faculty, funds for travel to off-campus conferences, and maintain the Whitman Undergraduate Conference. All of these initiatives are continuing with robust participation and support. As</p>	<ul style="list-style-type: none"> • Alzada Tipton, Provost and Dean of the Faculty • Lisa Perfetti(now Helen Kim), Associate Dean for Faculty Development
		<p>mentioned previously, students now receive a stipend for meals when they travel for professional conferences. Student participation in research and professional conferences remains very strong. The Whitman Undergraduate Conference is an annual celebration of student work. Participation for 2017, 2018 and 2019 were 168, 155, and 153, respectively.</p>	<ul style="list-style-type: none"> • Kendra Golden, Associate Dean for Academic Affairs

f. 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 Connect (an alumni directory – a new vendor who could provide a more robust directory is being researched). Grow programs such as Whitties Helping Whitties. From 2014-2020, total participants at WHW events have been: 235, 277, 333, 274 (snowstorm hampered attendance), 393, 350, and 419, respectively. The number of events has increased from 4 to 6 per year.	<ul style="list-style-type: none"> • Nancy Mitchell, Director of Alumni Relations Noah • Leavitt, Director of the Student Engagement Center • Kim Rolfe, Director for Career Development
g. Pre-professional advising	Pre-professional advising assists students in navigating their career paths, giving them advice about courses, application processes, graduate schools, etc.	<p>Maintain pre-professional advising programs and affiliated faculty (e.g. health professions, education, law, etc.).</p> <p>A full slate of pre-professional advisors has just been confirmed for the 2020-2021 academic year, and catalog copy has been confirmed. See: https://www.whitman.edu/academics/career-s-professions-and-the-liberal-arts for more information.</p> <p>Programs such as Whitman Career Mentors and Hire a Whittie connect students with professional mentors and potential</p>	<ul style="list-style-type: none"> • Alzada Tipton, Provost and Dean of the Faculty • Kendra Golden, Associate Dean for Academic Affairs • Key faculty and staff advisors Kim Rolfe, Director of Career Development
		employers through a series of events designed to foster connection and education.	

<p>h. On-campus employment opportunities</p>	<p>On-campus employment gives students real-world work experience and helps them finance their college experience, tackle financial responsibility, and gain time management skills.</p>	<p>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.</p> <p>This effort to give priority for on-campus jobs to students who qualify for federal or state Work Study is ongoing.</p> <p>There is a new program called GROW, the goal of which is to help job supervisors build more professional growth into oncampus student work positions.</p>	<ul style="list-style-type: none"> • Marilyn Ponti, Director of Financial Aid Services • Noah Leavitt, Director of the Student Engagement Center • Shane Watkins Telara McCullough(now , Director of Human Resources
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