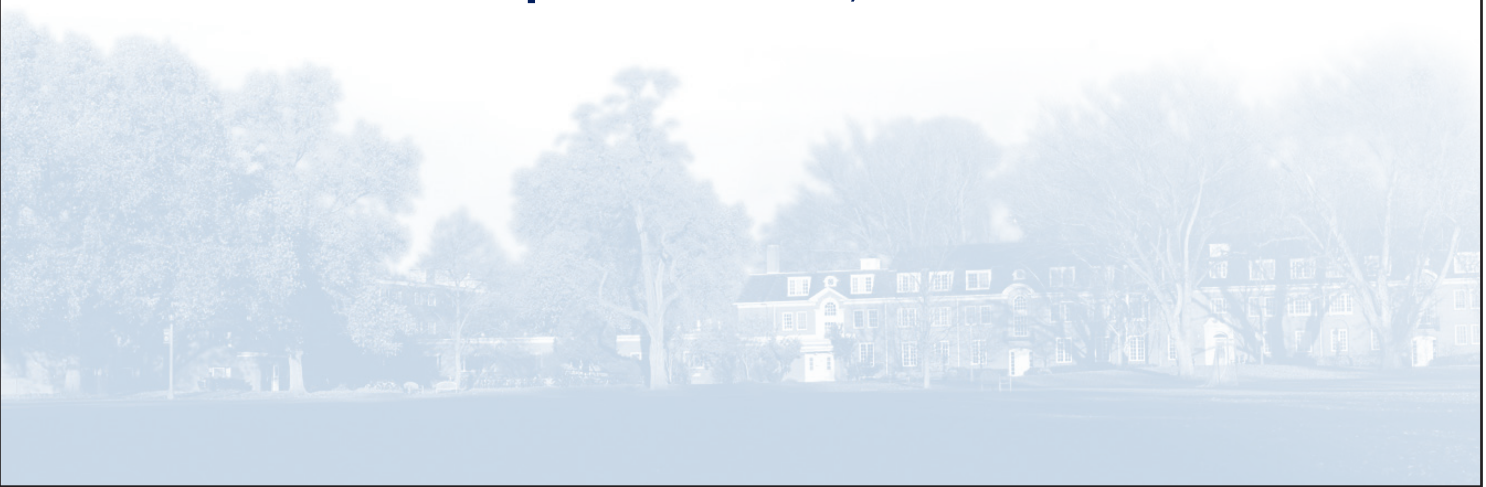


**Northwest Commission on Colleges and Universities
Year One Self-Evaluation Report**



**WHITMAN
COLLEGE**

September 15, 2011



WHITMAN COLLEGE

Year One Self-Evaluation

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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 highly selective, with a 47% admittance rate. 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 2006-2010, is "Good Academic Reputation." Students admitted fall 2010 had median SAT scores of 670 in Critical Reading, 660 in Math, and 660 in Writing, and a median ACT score of 30.

Whitman students have a first- and second-year retention rate of 92-94%, a five-year graduation rate of approximately 88%, and nearly half of the students participate in an off-campus study program during their time at the College. In 2009-2010, 19 Whitman College undergraduates and alumni were recipients of post-graduate fellowships and grants, the widest range of major fellowships, scholarships, and grants of any year in the school's history.

The College library, computer labs, and health facilities are open 24 hours a day, seven days a week. The College enrolled 1,528 full-time students in the fall 2010 semester from 45 states and 28 nations, more than 20% of whom are minority or international students. The average class size was 16.9 in 2009 and 19 in 2010, and the College maintains a student/faculty ratio of 9.9/1. More than two-thirds of students live on campus. Whitman College provides some form of financial aid — scholarships, loans, and employment — to more than 78% of the students attending in any given year.

In 2010-2011 there were 134 full-time faculty members, with a total head count of 196. Students graduate with one of nearly 45 majors and more than 30 minors, and can create an Individually Planned Major. Whitman has developed more than 20 innovative teaching and learning programs, including Semester in the West, history and ethno-botany of the Silk Roads, the Global Studies Initiative, and the Cross-Disciplinary Learning and

Teaching Initiative. These programs bolster cross-disciplinary programs and curriculum that encourage students and faculty to cultivate connections between different provinces of inquiry. Faculty members are experts in their fields and devoted to student learning. They routinely collaborate with students on scholarly endeavors at levels more commonly associated with graduate students, and Whitman students showcase some of that research and creativity in the Whitman Undergraduate Conference, now in its 13th year. Whitman is a recent recipient of grants from such prestigious organizations as the Mellon Foundation, National Institutes of Health, Howard Hughes Medical Institute, and the National Science Foundation. In 2009 the NSF ranked Whitman among the top 50 colleges per capita in the nation for producing graduates who earn Ph.D.s in science and engineering. Once students leave Whitman, many remain connected and committed to the College's mission. The percentage of alumni who give to their *alma mater* places Whitman in the top three of all colleges and universities in the West.

The 2010-2011 academic year has served as a time for review of the College's mission and the development of Core Themes that individually manifest essential elements of, and collectively encompass, Whitman's mission as a four-year liberal arts college dedicated to rigorous teaching, learning, and scholarship. The Mission Statement was approved in 1995 and is referenced in all College planning documents, and so the Core Theme development process was used to examine whether it still accurately captures the goals and operations of the College. The conversations and deliberations surrounding the development of the Core Themes thus provided an opportunity to examine closely College publication and planning documents, as well as an opportunity to gather various campus constituencies together to brainstorm their role in the mission of the College, and to seek congruence between the mission, Mission Statement, planning processes, and existing practices.

The Core Theme development process involved several steps, beginning in fall 2010 with the newly formed faculty and staff Assessment Commit-

tee reviewing existing College documents to pick out three themes that were common across various constituencies and planning procedures. The reviewed documents included the College's Strategic Plan (an annually updated budgeting tool for the President's Council — the senior administrators for the College), the *Building on Excellence* faculty planning document from 2010, text from the College's website, results from a 2010 marketing focus group study titled *So, Tell me About Whitman*, department and program annual assessment reports, the *Faculty Code* and *Faculty Handbook*, and reports from the Office of Institutional Research. Additionally, through a series

of presentations, conversations, and focus group exercises with campus constituencies (including the Board of Trustees, President's Council, students, all director-level staff members, faculty members and elected faculty division chairs, Student Affairs staff, and Penrose Library staff), the objectives and indicators contained within the Core Themes were developed. Finally, several conversations with NWCCU Vice Presidents helped to ensure that the process aligned with the expectations associated with the revised Standards for Accreditation. The Whitman College Board of Trustees adopted the Core Themes in its May 2011 board meeting.

Preface

Brief Update on Institutional Changes Since the Last Report

NWCCU Accreditation for Whitman College was reaffirmed in January 2008, based on the College's submission and the Commission's approval of a Comprehensive NWCCU Self-Study in October 2007. In 2009, the College submitted a Progress Report addressing two recommendations pertaining to the establishment of assessment systems and methods across both academic and non-academic programs to inform planning and improvement, a report that met with approval from the Commission in February 2010.

The College has undergone changes in eight important areas since the last evaluation by the Commission. The particular areas for change have been in leadership, faculty governance, faculty course load, assessment mechanisms, program-level changes, faculty tenure and promotion procedures, campus building projects, and enrollment.

1. Under the leadership of President George Bridges, the College redefined the Dean of the Faculty position as Provost and Dean of the Faculty, a position which Lori Bettison-Varga held for the 2007-2008 and 2008-2009 academic years. She subsequently became president of Scripps College, and Timothy Kaufman-Osborn was then appointed to the position of Provost and Dean of the Faculty, a position which he has held since 2009. Associate Dean of the Faculty Tom Callister retired in the summer of 2011, and his position was reconfigured into an Associate Dean for Faculty Development, held beginning in July 2011 by Lisa Perfetti. The newly added Assistant Dean of the Faculty position, held by Michelle Janning, is a half-time administrative position with duties relating primarily to assessment and accreditation. She has held the position since fall 2010. Other leadership changes include a Chief Information Officer (beginning in fall 2011) and a new Assistant Dean for Student Engagement, held beginning in July 2011 by Noah Leavitt.

2. In fall 2011 (and based upon a faculty vote during the 2010-2011 academic year), a new system of faculty governance will be implemented that will help in curricular design, planning, and consistency across programs with regard to the College's mission. The College has created a Curriculum Committee that will serve as a reviewing and consultative body for the faculty as a whole in matters pertaining to the curriculum, both at the level of individual course and major proposals, and at the level of considering the ways in which the various elements of the academic program fit together into the overall curriculum of the College. Course approval always has been under the discretion of the faculty via a departmental, then divisional, then faculty-level voting process. This new process will retain the ultimate control of course approval by the faculty at all of these levels, but also will require the Curriculum Committee to consider institutional-level concerns and consistency with College mission and goals in the review process.

3. The third area of change has been in faculty teaching load. A thorough two-year feasibility study in 2008-2010 involved intense department- and program-level assessment of curricular offerings and shifts, resulting in moving from a six-course load to a five-course load for full-time faculty members in most departments and programs. This change took effect with the 2010-2011 academic year.

4. Whitman College has implemented more systematic and continuous mechanisms of assessment at all levels, partially in order to maintain our compliance with the 2007 NWCCU recommendations, and, more importantly, in order to create a culture in which student learning and institutional effectiveness can more easily be measured, documented, made visible to interested constituencies, and implemented in order to identify areas for improvement. The appointment of the Assistant Dean of the Faculty and the creation of a permanent Assessment Committee are steps that the College has taken to ensure the maintenance of this more systematic approach.

5. The College has made changes to certain academic programs since 2009. The Education program has been eliminated; classes were offered through spring 2011. The Latin American Studies program removed its major option but retains its minor option. The Spanish section of the Foreign Languages and Literatures department separated from the remaining four language sections to create a separate Spanish major. The Environmental Studies program was strengthened via a joint appointment in Environmental Humanities and Classics.

6. The faculty and Board of Trustees approved a change in the timing of evaluation preceding tenure and promotion to associate professor for faculty members. The former pre-tenure contract system of three contracts that were each two years has been changed to two contracts that are each three years.

7. Several building projects have enhanced the academic efforts of the College. The major building and remodeling projects since 2007 have included construction of the Fouts Center

for Visual Arts (2007), the Glover Alston Center (2009), and renovations and expansions of Olin Hall (Humanities) (2009), Sherwood Athletic Center (2009), Maxey Hall of Social Sciences (2010), and Harper Joy Theater (2011).

8. Student enrollment changes are a final area of change since the last accreditation process. In 2010-2011, the student FTE surpassed 1,500 for the first time in the College's history. College constituencies involved in long-term planning, including the Treasurer, Provost, President, and Dean of Admission and Financial Aid, have begun strategizing the most effective ways to balance availability to deserving students with existing resources, including leveling out the size of the student body at current levels or making it smaller.

Response to Recommendations/ Issues by the Commission

Whitman College was not asked to submit any responses to recommendations for this report.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

2. Authority

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 Mission Statement was approved by the Board of Trustees in 1995, reaffirmed during the 2010 process that yielded the academic planning document *Building on Excellence*, and is woven throughout the elements of the College's Strategic Plan. The Core Themes were introduced to, and discussed with, the Board in February 2011, and were adopted by this body in May 2011. 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, operations, offerings, and staffing serve to support its educational mission as manifest in the Core Themes defined below.

Standard 1.A

1.A.1 The institution has a widely published Mission Statement — approved by its governing board — that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The Whitman College Mission Statement

“Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship, and encourages creativity, character, and responsibility.”

Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world.”

The Whitman College Mission Statement is publicly available on the College website (http://www.whitman.edu/content/about/tradition/mission_statement), is contained in numerous College documents that are accessible to incoming and interested staff, faculty, students, and alumni, and is referenced in all College planning processes.

The items contained within the Mission Statement reflect the institution as **the premier liberal arts college that combines academic excellence with an unpretentious Northwest culture and an engaging community**. The College is rigorous, forward thinking, collaborative and inclusive, and devoted to engagement and personal development of students. Whitman is committed to: fostering the intellectual depth and the breadth of knowledge essential for leadership; supporting mastery of critical thinking, writing, speaking, presentation, and performance skills; integrating technology and information literacy across the liberal arts curriculum; promoting a strong faculty-student collaborative research program; promoting a rich appreciation for diversity and an understanding of other cultures; and encouraging a sense of community by offering a vibrant yet laid-back residential life program and numerous opportunities for student engagement. All planning processes of the College reflect these commitments.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Interpretation of Fulfillment of Whitman College's Mission

The interpretation of fulfillment of Whitman College's mission occurs in already-existing planning processes and structures, and via documents that are fundamentally rooted in the Mission Statement. This interpretation happens primarily in the President's Council's continual review and implementation of the Whitman College Strategic Plan (2010). In this process, the President's Council participates in continual and simultaneous planning, revising, and implementing of the items contained within the Strategic Plan, demonstrating an intentional and iterative assessment of the College's mission.

The Whitman College Strategic Plan, drafted in 2010 and implemented by the President's Council, uses the College's Mission Statement as a foundation for objectives that organize resource allocation. The Strategic Plan also serves as one of the foundations for the Core Theme development. In its Strategic Plan, the College is committed to fulfilling six objectives:

1. Deliver exceptional opportunities for learning through liberal arts and sciences.
2. Deliver exceptional opportunities for learning and personal development through a strong co-curricular program.
3. Ensure the enrollment, retention, and graduation of an academically talented and diverse group of students that meets net tuition revenue goals and ensures a balanced budget.

4. Enhance Whitman's status as a pre-eminent liberal arts college by increasing financial resources of the College through fundraising, and expand the College's visibility nationally.

5. Provide the staff, facilities, and safe environment necessary to support the mission of the College while utilizing available resources in a sustainable manner and as efficiently as possible.

6. Provide the technology necessary to support the mission of the College while utilizing available resources in a sustainable manner and as efficiently as possible.

The most recent iteration of College planning from the faculty is the 2010 *Building on Excellence* academic planning document, another important element that guides the planning for the academic program, faculty positions, and faculty governance, and informs decision-making processes that are tied to the objectives contained within the overall strategic plan.

Each of the sections of the Mission Statement, along with the Strategic Plan and other documents and processes, have informed the creation of Whitman's Core Themes, discussed below.

Articulation of Acceptable Threshold or Extent of Whitman College Mission Fulfillment

The College is committed to regular and systematic assessment of all levels of mission fulfillment, from program- to institutional-level. All planning processes in the College contain action items or recommendations that are both short- and long-term, which allows for both accountability and flexibility in the College's efforts.

Mission fulfillment for Whitman College will be defined by the achievement of the objectives, via appropriate indicators, contained within the three Core Themes discussed below, and within the College's Strategic Plan objectives.

The College will have fulfilled its mission when the commitments contained in the Core Themes and Strategic Plan are maintained and supported with appropriate resources over the coming years. The sustainability of these efforts will be ensured via College planning processes.

The assessment of extent of mission fulfillment is appropriately dispersed among campus constituencies who already manage annual planning processes, budget allocation, timing of implementation, staffing, and determination of criteria for meeting objectives contained therein. Each constituent evaluates the achievement of objectives or the manifestation of principles in a way that suits the particular objective or principle, and that fits within the larger structure of College decision-making processes.

Specifically, the President’s Council annually assesses progress toward meeting objectives, and the elected faculty Committee of Division Chairs (with the Provost and Dean of the Faculty serving as chair) annually assesses progress toward following through on recommendations that are contained within each principle in *Building on Excellence*. Offices contained within Student Affairs regularly assess progress toward objectives, as do numerous constituencies on campus, via annual assessment reports.

The assessment of the indicators contained within the Core Themes will be a collaborative effort between existing College leaders, the Assessment Committee, and constituencies who manage the actual tasks and measurement associated with any particular indicator (see Appendix). Ultimately, the objectives and principles contained within planning documents and supported by the mission of the College that require resource allocation are reviewed by the Board of Trustees and implemented only after this annual vetting process. The indicators contained within the Core Themes represent a broad representation of the types of indicators used across the College to assess mission fulfillment, and will therefore become part of these institutional-level planning processes over time.

It is important to note that the extent of mission fulfillment is not merely a task of summing parts that make up a whole; rather, connections between indicators and across objectives and Core Themes are requisite parts of all processes that determine mission fulfillment. In other words, all interpretations of the fulfillment of the mission involve finding connections between elements of the mission itself. This means that the objectives in the Strategic Plan and the objectives contained within the Core Themes overlap and inform each other, thus making the determination of extent of mission fulfillment an integrative process.

Standard 1.B

1.B.1 The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

The Whitman College Core Themes

Core Theme I: Academic Excellence

Core Theme II: Student Engagement, Personal Development, and Leadership

Core Theme III: Collaboration and Community

Core Theme I: Academic Excellence

Whitman College is selective in attracting students, faculty, and staff who are committed to the life of the mind, intellectual risks, and civic engagement beyond the classroom. College policies, personnel, and practices serve to maintain an intellectually vital culture and promote a genuine love for learning. Through coursework and co-curricular experiences, as well as connections between these, students develop a broad and deep foundation of knowledge that undergirds their ability to adapt and think critically, their desire to ask serious questions, and their ability to analyze complex issues to find answers to those questions.

Faculty members are teacher-scholars who are devoted to student learning, who are well-connected to the intellectual world beyond Whitman, and who can connect students to this world through innovative teaching and collaborative research. Academic Excellence at Whitman College manifests at different levels: first, in the creation of a culture of intellectual vitality for and by faculty, staff, students, and the larger community; and second, in myriad student-centered objectives that indicate impressive breadth and depth of learning.

Objectives

1. A culture of rigorous and innovative intellectual and creative vitality thrives: The existence of this kind of culture may be viewed as a means toward an end that consists only of student learning outcomes. But the creation of this kind of culture as an end in and of itself — to nurture a love of learning — is an important goal of liberal arts and sciences. By virtue of Whitman’s internal actions and public presentation of itself, it serves as a model of creative and rich intellectual inquiry on campus, for the Walla Walla Valley, for liberal arts colleges in the region, and increasingly for higher education in the liberal arts and sciences nationally.

2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences: This objective represents the clearest articulation of a central tenet of liberal arts — to learn and develop capacities to see connections between a broad array of

perspectives, disciplinary lenses, and potentially competing paradigms. It is most visible in the College’s distribution requirements, its common first-year program (“Encounters”), and in the breadth of coursework that students complete outside of their majors and the aforementioned requirements. The College’s curriculum is governed by the faculty. The elected General Studies Committee, through its continuous work on defining and refining general education learning goals and assessment thereof, embodies the College’s commitment to ensuring that students participate in a wide range of courses. This range of courses is bookended by a common first-year course and senior capstone experiences that capture College-wide learning goals that span areas of inquiry. Once aggregated, these courses make up a wonderful collection of learning experiences that yield capacities in analysis, interpretation, critique, and connection within and between disciplinary lenses.

3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study: Successful completion of courses in disciplinary or interdisciplinary major study indicates students’ acquisition of that major’s in-depth knowledge of methods, paradigms, concepts, and applications. The faculty in each disciplinary and interdisciplinary major have constructed challenging modes of assessing students’ learning in the required senior assessment in the major program, all of which include a comprehensive oral exam and another component (a written thesis, major field test, performance, or exhibition).

4. Students develop effective oral and written communication skills in a variety of forms: Beginning in the first-year program, and continuing in major coursework and senior assessment in the major, students are expected to demonstrate that they can communicate effectively in multiple formats, including written and oral communication, and/or performance. Students also develop technological and information literacy that spans all areas of inquiry and prepares them for life after Whitman.

Indicators and Rationale as to Why they are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Themes

1. A culture of rigorous and innovative intellectual and creative vitality thrives.	
Indicator	Rationale
a. Maintenance of rigorous teaching and professional activity guidelines for promotion, tenure, and endowed professorships for faculty	The guidelines for the hiring and promoting of faculty members are rigorous, and faculty members are subject to detailed and regular internal and external review as part of the ongoing assessment of faculty excellence. Because of the adherence to a teacher-scholar model that requires faculty members to be well-versed in the disciplines about which they teach and advise, either through research or pedagogical innovation and success, the maintenance of these criteria ensures a cadre of highly qualified faculty members who contribute to student learning, and the larger research and teaching community.
b. Participation rates and curricular outcomes in Innovation in Teaching and Learning Initiative, Cross-Disciplinary Learning and Teaching Initiative, and other faculty teaching development grants	The ITL and CDLT grants represent the College's commitment to sustainable mechanisms for innovative teaching, and are now being assessed for efficacy in terms of long-term outcomes, connections to the curriculum, and sustainability. These mechanisms for innovation and inquiry serve to maintain a culture of devotion to intellectual vitality in the liberal arts and sciences, as well as provide groundwork for student learning outcomes relating to general education and courses in major study. The receipt of other grants for faculty development in teaching, such as the Mellon and Teagle grants received during 2009-2011, demonstrate the College's commitment to continuous development of new ideas that translate into teaching and learning excellence.
c. Faculty professional activity accomplishments	Because impact of faculty members' professional activities varies in form, breadth, and quantity, and also because the rigorous guidelines for tenure and promotion require active participation by all faculty members in peer-reviewed publication, exhibition, or performance, a representative sample of faculty professional accomplishments (including grants) can indicate the strength of the College's contribution to scholarship and, therefore, to intellectual vitality.
d. Annual inventory of co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community	The creation of a culture of intellectual vitality is indicated by public access to, and participation within, this culture. The College serves as a model for the provision of rich, rigorous, and reputable sources of information for, and collaboration with, local and regional communities. The number and breadth of events are good indicators of the success of this kind of culture.

e. Undergraduate Conference participation and attendance rates	The Whitman Undergraduate Conference is the most highly visible College-wide display of the scholarly pursuits of students, and of student-faculty collaboration. Large numbers of students present, and students, faculty, staff, and community members attend this annual event.
f. Residence Life Learning Outcome “Persistence and Academic Achievement” data	This indicator, which captures students’ capacities to make connections between academic and residential learning experiences, is assessed regularly in program logs and reviews of resident advisers and student academic advisers in the Residence Life Program.
2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences.	
a. Number of departments and programs represented in graduates’ coursework outside of their majors	While all students are required to fulfill distribution requirements that represent breadth in learning, this indicator gives a detailed look at the extent of breadth outside of major and distribution requirements.
b. Course-embedded General Studies assessment data	Distribution requirements are designed to provide a broad general education for students. Courses offered that fall under each requirement meet general studies learning goals that correspond to their content.
c. Common first-year course completion	All incoming students complete a two-semester common course called “Encounters,” which covers critical reading, writing, and communication, and which prepares students for the rest of their work in the liberal arts and sciences. Successful completion indicates initial preparedness in textual analysis, interpretation, critique, and connections between areas of inquiry.
d. Cooperative Institutional Research Program (CIRP) College Senior Survey Question 1a & 1g	At times, nationally normed surveys with high response rates of Whitman students can be helpful in indicating objectives, especially when they represent change over time. Specifically, the questions “Compared with when you first entered this college, how would you now describe your general knowledge? Critical thinking skills?” are useful for assessing whether students perceive change in their own breadth of learning.
3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study.	
a. Department- and program-level depth of knowledge learning goal achievement	A common learning goal across majors is in-depth knowledge or expertise in a field of major study, most often manifest in the senior assessment in the major advising and evaluation processes. If students pass the senior assessment in the major, they have demonstrated that they possess in-depth knowledge in a major field of study.

b. Major-specific alumni survey data on breadth of post-graduate experience and connection to major study	Each major program undergoes external review within a 10-year rotation process. For each program that will have undergone this process at any given point in time, alumni are surveyed about their post-graduate experience, which can be assessed for breadth and connection to the major.
c. Whitman College Senior Survey “In-depth Knowledge” Learning Outcome results	The 2011 locally developed Whitman Senior Survey contains self-reflection questions about students’ perception of depth of knowledge in major study. This provides a good complement for the faculty assessment of student learning in the major. If this indicator is unavailable in the future, then the College can use similar indicators in the already-institutionalized National Survey of Student Engagement, the HEDS Senior Survey, or the College Senior Survey.
4. Students develop effective oral and written communication skills in a variety of forms.	
a. Department and program Senior Assessment in the Major assessment of communication learning goals	A common learning goal across majors is effective written and oral communication, most clearly manifest in the Senior Assessment in the Major evaluation processes, which contain written and oral components. If students pass the Senior Assessment in the Major, they have demonstrated that they possess effective written and oral communication skills.
b. Written and Oral Communication Initiative (WOCI) participation rates and evaluations	The Whitman College WOCI is an initiative that enhances student writing across the curriculum through the employment of course-specific upper-level students as Writing Fellows. The evaluation of this program can be used to indicate whether writing learning goals are being met in several courses across all academic divisions.
c. First-year common course writing requirement	All incoming students complete a two-semester common course called “Encounters,” which covers written communication, and which contains a minimum writing requirement of 16 pages each semester. Successful completion indicates effective written communication skills.
d. Whitman College Technology Services Alumni Survey	Communication via digital means is a necessary component of all curricular, co-curricular, and research activities. Students’ capacities to communicate via digital means are assessed via an alumni survey in order to ensure they are prepared for post-graduate experiences.
e. Information Literacy Survey Data or Library 100 and 300 Aggregated Course Evaluations	Research practices and skills associated with information literacy are important parts of each student’s work. Assessing the types of information literacy skills in students can indicate whether students are learning them.

Core Theme II: Student Engagement, Personal Development, and Leadership

The most compelling aspect of the College's co-curricular offerings is their intimate connection with curricular learning and overall academic excellence.

Life at Whitman College is engaging. Students develop ideas, insights, values, skills, relationships, and memories that last beyond graduation. Whitman life balances activities that nurture the body, mind, spirit, and citizenship. Beyond the classroom, student-faculty research, study abroad, and internships abound. The residential campus creates a true feeling of community and is an ideal setting for a 24/7 lifestyle that builds life-long friendships, memorable experiences, and countless opportunities for leadership development.

Specifically, the College's residence hall philosophy is based on the concept that the academic and residence living experience must be integrated, and student involvement is the method Student Affairs and Residence Life staff members use to accomplish this goal. The residence life program at Whitman College depends upon student involvement at many levels in an attempt to enhance the classroom experience and bring what is learned there to life. The experiences that are created in residence halls and interest houses are ones which enable an individual to learn and grow. Whitman students gain a fulfilling academic experience through the development of self-confidence and autonomy. Additionally, the residence life and student engagement offerings assist students in becoming leaders and successful community members. Through co-curricular experiences, student-centered approaches to advising in the Academic Resource Center, and through connections between curricular and co-curricular learning, students develop a sense of belonging to the larger college community. The student experience at Whitman helps maximize potential for individual development, growth, responsibility, and sense of community.

Objectives

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities: As the College's Mission Statement articulates, curricular and co-curricular offerings are both valued as locations for student learning. While participation in activities could be seen as an objective in itself, it is also important to be able to indicate that students who engage in co-curricular activities, such as student government, athletics, debate, Greek life, residence life activities, clubs, and community service develop intellectual and personal growth that nurtures and complements their work in the classroom.
2. Students gain leadership ability through participation in co-curricular activities: Leadership experience is present in many facets of students' experience at Whitman College. Rigorous research, assessment, and planning by Whitman's Student Affairs staff members have led to effective development of programs and efforts meant to instill leadership skills in as many students as possible. This leadership is not just seen in the leader positions that students may occupy in any given College organization (e.g., serving as chair of a club), but rather by the leadership capacities that students develop in any number of experiences while at Whitman.
3. Students synthesize classroom and co-curricular learning: The academic focus of the College spills beyond the classroom. Whitman students develop the capacity to bridge areas of inquiry and cross borders in order to pursue questions and answers in teaching, learning, and research. When asked about high impact moments of their Whitman careers, alumni are as likely to cite out-of-classroom experiences as they are to cite their curricular work.

Indicators and Rationale as to Why they are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Themes

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities.	
Indicator	Rationale
a. Whitman College Experiential Transcript and/or Inventory of Current Active Clubs on Campus	Because of the College’s emphasis on personal growth and student development outside of the classroom, Student Affairs staff members have begun developing experiential transcripts that indicate students’ breadth of engagement in co-curricular activities, including athletics, student government, debate, Greek life, clubs, out-of-classroom academic experiences, and service projects. In addition, the Office of Student Activities manages an up-to-date database of active clubs that represent the breadth of co-curricular offerings on campus.
b. Student Reflection Statements on High-Impact Activities	Staff members in the Student Engagement Center annually monitor, via qualitative written and oral reflective statements from students (in particular, student academic advisers), recollections of high-impact experiences that enhance and indicate transformation in the learning experience, both in and out of the classroom (and in connections between).
c. Whitman College Senior Survey “Developing Future Goals” Learning Outcome results	The Whitman Senior Survey contains self-reflection questions about students’ perception of how experiences such as internships, voluntarism, or employment affect the setting of, and movement toward the achievement of, future goals.
d. Quality of Life and Learning Survey (QLLS) Civic Engagement data	Survey questions on the Whitman QLLS Civic Engagement Module capture students’ experiences of connection and civic engagement within the residence life program. If this indicator is unavailable in the future, the College can use similar indicators in the National Survey of Student Engagement, the HEDS Senior Survey, or the CIRP College Senior Survey.
e. Residence Life Learning Outcome “Interpersonal and Intrapersonal Competence” data from the QLLS	Residence Life staff members assess students’ capacities to communicate thoughts and feelings effectively, effectively manage and deal with conflict, recognize the role of collaboration and interdependence in community living, set boundaries in living situations and environments, and navigate mature relationships in program logs and meetings with resident advisers and student academic advisers. These indicate personal growth in students.
2. Students gain leadership experience through participation in co-curricular activities.	
a. Greek Award for Excellence interviews	The Office of the Associate Dean of Students/Student Programs requires annual reports and oral presentations of the effectiveness of sororities’ and fraternities’ philanthropic and leadership efforts. These are assessed by a team of faculty and staff members, and awards are based on chapters meeting the high standards in these areas.

b. Residence Life Learning Outcome “Civic Engagement” data from the QLLS	Residence Life staff assess students’ capacities to recognize effective leadership skills and opportunities to develop as leaders, as manifest in program logs and meetings with resident advisers.
c. Whitman Events Board and Associated Students of Whitman College Leader Self-Assessments of Learning Outcomes	The Student Activities staff collects reports from students elected into leadership positions that contain self-reflection on leadership development and goals. The staff members review the reports to assess whether student leaders meet learning outcomes related to leadership.
d. Office of Grants and Fellowships interview preparation process	Students who wish to apply for post-graduate grants and fellowships are assessed in mock interview settings with faculty and staff to better prepare them for these potential leadership opportunities between semesters or after graduation.
3. Students synthesize classroom and out-of-classroom learning.	
a. Whitman College Senior Survey “Classroom and Out-of-Classroom Connections” Learning Outcome results	The Whitman Senior Survey contains self-reflection questions about students’ perception of classroom and out-of-classroom learning connections, especially as it relates to research experiences, internships, and community involvement. If this indicator is unavailable in the future, then the College can use similar indicators in the National Survey of Student Engagement, the HEDS Senior Survey, or the College Senior Survey.
b. Residence Life Learning Outcome “Knowledge Acquisition, Integration, and Application” data from the QLLS	Residence Life staff members have developed learning outcomes that bridge classroom and residence life learning, including the objective that students will be able to use knowledge gained from classroom and extracurricular experiences and apply it to their residence hall community living.
c. Whitman Events Board Résumé Statements	Student Activities staff members require annual résumé workshops for student leaders where they submit statements that connect their academic, co-curricular, and career objectives. These statements are assessed to see if and how these connections are present.
d. Faculty-student collaborative research grants, presentations, and publications (Examples and participation rates)	Faculty-student research that happens outside of the classroom is not only common, it often yields public presentation or publication. Representative examples of this kind of research, as well as numbers of collaborative projects that stem from Whitman-funded (e.g., Perry and Abshire grants) and externally funded sources, indicate synthesis of classroom and out-of-classroom learning.

Core Theme III: Collaboration and Community

Whitman College is dedicated to boundary crossing, bridging, and blurring between demographic groups; between faculty, staff, students, and administrators in intellectual inquiry and decision-making processes; between curricular and co-curricular experiences; between intellectual areas of inquiry; and between the campus and human and non-human communities beyond. It is in the collaborative processes inherent in a Whitman education where the Core Themes of academic excellence and student engagement, personal development, and leadership play out most broadly and most cooperatively. In other words, it is nearly impossible to separate collaboration and community from academic and co-curricular pursuits and capacities for students, staff, and faculty members. The types of items that indicate the objectives of collaboration and community are therefore appropriately wide-reaching and varied, and overlap with the first two Core Themes.

Objectives

1. The College demonstrates a commitment to diversity: At its November 2005 meeting, the Board of Trustees endorsed the following statement on the value of diversity at Whitman: “Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences.” Many individuals and groups — Trustees, Overseers, alumni, students, faculty and staff — contributed to the final version of this statement, which was developed by the Diversity Committee. In order to embody this statement, the College has placed considerable resources into efforts that contribute to the diversity, broadly construed, of the Whitman community.

2. A culture of collaboration that enhances the educational experience is evident in College practices: In the crafting of policy, composition of committees, processes of decision-making, and responsibility for actions, Whitman practices collaboration between many constituencies in order to maintain good communication, transparency, and efficiency. This kind of practice, as part of the larger academic mission of the College, serves to socialize students to be engaged in their community, civically responsible, and collaborative in problem-solving.

3. Connections to communities beyond Whitman are fostered: Whitman College has an institutional responsibility to engage with its surrounding local, regional, national, and international constituents. An understanding of relationships between cultures or regions is an important part of a liberal arts education and a key to developing future leaders in an increasingly interdependent global society. In keeping with that view, the College encourages qualified students to study abroad either in a foreign country or on a U.S. Partner Program during their college careers, reach out to local constituencies via community-based research and teaching or community service, and practice good stewardship beyond graduation with regard for the environment and a lifelong dedication to innovative and intellectually grounded pursuits toward sustainability, social justice, and civic responsibility.

Indicators and Rationale as to Why they are Assessable and Meaningful Measures of Achievement of the Corresponding Objectives of the Core Themes

1. The College demonstrates a commitment to diversity.	
Indicator	Rationale
a. Maintenance of permanent funding for Diversity Scholarships	The College's commitment to diversity can be directly assessed by examining student contributions to diversity on campus, either through their own demographic characteristics, or through their plans to add to diversity projects and experiences on campus, both of which are part of the requirements for Diversity Scholarships.
b. Intercultural Center and Religious Life programming and participation rates	The Intercultural Center seeks to foster intercultural awareness, inclusiveness, and respect, and seeks to enhance partnerships with academic and administrative offices to infuse multiculturalism throughout campus life, and to facilitate and encourage ongoing dialogue regarding issues of diversity. Through events such as Spirituali-TEAs and MLK Jr. Day celebrations (and events housed at the new Glover Alston Center, a safe space for meaningful conversation and interaction regarding intercultural issues), the College demonstrates commitment to diversity.
c. Breadth of Cultural Pluralism courses offered across departments and programs	One of the College's Distribution Requirements is a set of courses that fall under the heading "Cultural Pluralism," and is meant to embody the College's commitment to global and cultural understanding as an essential part of liberal learning. Eligible courses must fit the description and are vetted by the General Studies Committee. The number of departments and programs that offer courses that count for this can indicate the far-reaching breadth of this element of student learning.
d. Faculty, staff, and student demographic data	The College's commitment to diversity is evident in its admission and hiring expectations (student and faculty applicants are required to submit statements about how they could contribute to diversity on campus) and processes, which result in the presence of diverse populations in both constituencies.
2. A culture of collaboration that enhances the educational experience is evident in College practices.	
a. Participation in the higher education community by institutional leaders	Via between-college consortial grants and participation in professional experiences by the College's leadership, Whitman demonstrates a commitment to maintain regional, national, and international connections within the larger higher education community, with a particular focus on maintaining connections with liberal arts colleges.
b. Inventory of cross- and interdisciplinary teaching and faculty development	Beginning in 2011, the College will create an inventory of curricular offerings that span disciplines, as well as of faculty offerings that occur in more than one department or program (including joint appointments), in order to indicate already-existing efforts at cross- and interdisciplinarity in the curriculum.

<p>c. Number of Library instructional and research services offered in existing courses, and sample projects</p>	<p>In addition to offering valuable courses within Penrose Library itself, instructional and research librarians work collaboratively with faculty in their courses to help students achieve major-specific information literacy and research goals, which indicates the centrality of the Library in the curriculum.</p>
<p>d. Proportion of College committees and processes with cross-constituency representation</p>	<p>Decision-making processes from budget considerations to grievance procedures, as well as other processes that more directly impact students such as advising, require collaboration between different campus constituencies in order to ensure transparency, efficiency, and participation. These kinds of experiences, especially for students, indicate a culture committed to effective collaborative decision-making on important issues.</p>
<p>3. Connections to communities beyond Whitman are fostered.</p>	
<p>a. Taxonomy of curricular community-based teaching, learning, and research</p>	<p>The Office of the Provost and Dean of the Faculty and the Center for Student Engagement have begun to create an inventory of community-based learning experiences (teaching and/or research) in the Whitman curriculum. That students participating in community-based learning experiences receive course credit for those experiences with a rigorous academic component indicates the College's commitment to applying teaching and research resources to real-world problem-solving.</p>
<p>b. Summit/Cascade Library Alliance use rates</p>	<p>Penrose Library serves as a bridge between the Whitman community – students, faculty, administrators, and staff – and the information resources from around the world that promote teaching, learning, and research. Its consortial agreement with regional colleges and universities indicates collaboration in availing resources that are useful for the College's educational mission of academic excellence.</p>
<p>c. Off-Campus Study participation rates and program evaluations</p>	<p>Approximately half of Whitman students study on a Partner Program or approved international or U.S.-based off-campus study program for at least one semester prior to graduation. They often bring ideas from their Whitman courses into their study abroad courses and vice versa; learn from local communities abroad via living arrangements with host nationals, internships, and research projects; and/or use data collected while off campus to inform research projects. Student participation in institutionally vetted programs indicates connections to communities beyond Whitman.</p>
<p>d. Post-graduate grants and fellowships recipient rates</p>	<p>The receipt of prestigious post-graduate grants and fellowships, such as Trumans, Watsons, and Fulbrights, indicates that the academic rigor and breadth that students get at Whitman is dispersed to the broader community to effect positive change.</p>

<p>e. Community service participation and quality of impact</p>	<p>Student participation in co-curricular programs facilitated by the Center for Community Service indicate that the College is committed to fostering connections to the community as it provides opportunities for students to develop personally and intellectually.</p>
<p>f. Visiting Educator and O'Donnell endowed lectureships</p>	<p>The College hosts renowned scholars for guest lectures and short-term courses for students. This gives Whitman access to well-known scholars and gives external audiences a taste for the College's offerings that they may bring back to their communities.</p>
<p>g. American Association for the Advancement of Sustainability in Higher Education Membership</p>	<p>Whitman College is a member institution of the AASHE and prioritizes efforts toward campus and community sustainability with regard to environmental responsibility. This membership symbolizes a host of efforts dedicated to environmental sustainability at Whitman, including the Campus Climate Challenge, the College's Wind Energy purchase, the Solar Array, and the Green Pledge, among others.</p>

Conclusion

Whitman College is grateful to the Northwest Commission of Colleges and Universities for providing a new mechanism to explore the mission of the College, and to develop a self-definition for the mission, its central and related Core Themes and Objectives, and to identify the best ways to indicate all of these.

The Whitman College Mission Statement guides all planning processes in the College. It complements the Core Themes in several ways. First, the Core Theme of Academic Excellence is central to the statement “Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. ... Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity,” and is consistent with the ideal of “intellectual vitality.” The second Core Theme — Student Engagement, Personal Development, and Leadership — is evident in the phrase “a supportive residential life program that encourages personal and social development ... is intended to foster ... confidence, leadership, and ... flexibility ...” Finally, the Core Theme of Collaboration and Community is present in the phrases “a supportive residential life program,” and “flexibility to succeed in a changing technological, multicultural world.”

Perhaps the most valuable insight that has emerged from the Core Theme development is that the College’s value of the integration of all elements of the mission is now made more visible through the Core Themes, and through the collaborative relationships between members of the Whitman community. The primary aim of Whitman College is excellence in academics. In this case, then, the Core Theme ordering is intentional. Representatives from every group on campus, from students to faculty, from staff members to administrators, agree that the creation and preservation of a high-quality undergraduate liberal arts education for students is at the top of the list of goals for the College. It is also true that by many traditional measures the College succeeds in this aim. However, the Core

Theme development has shown that innovative, creative, and new ways to approach teaching, learning, and research that are ever-present at Whitman (and assessment thereof) are important to capture in order to be able to serve students well upon graduation. Students learn how to learn at Whitman. Students and faculty are increasingly likely to cross traditional boundaries to pursue intellectual inquiry, preserving the ones that make students learn best, and changing ones that make Whitman demonstrate an ability to adapt to how liberal arts is best woven into contemporary society. For Whitman students, learning happens in the classroom, the residence halls, at lunch with classmates, in clubs and athletics, in one-on-one mentoring with a faculty adviser or research collaborator, in their work in Walla Walla or other communities, in their connections with students from around the world, and in their dedication to environmental responsibility and inclusiveness. More importantly, the learning comes from the ability to see connections between these things.

And so, we have developed three Core Themes with seemingly discrete boundaries surrounding each. We have also developed clear objectives and indicators that are verifiable, assessable, and meaningful to us. But more importantly, we have begun to craft a more intentional institutional narrative that strives to preserve what is good, adapt to improve, and defend liberal arts and sciences as the best way to investigate and perhaps challenge borders around groups and areas of inquiry. Whitman College looks forward to demonstrating to the Commission that, in addition to clear mission, goals, indicators, resources, capacities, and assessment mechanisms, it also has tremendous strength as a leader among colleges and universities in its ability to be intellectually vital, to provide leadership, and to maintain flexibility in a changing technological, multicultural world. This set of goals is not just for the students, as the Mission Statement articulates, but also for the College as a whole.

Appendix: Campus Constituents Responsible for Indicators

Core Theme I: Academic Excellence

1. A culture of rigorous and innovative intellectual and creative vitality thrives.	
Indicator	Campus Constituent Responsible
a. Maintenance of rigorous teaching and professional activity guidelines for promotion, tenure, and endowed professorships for faculty	Provost and Dean of the Faculty Office (Personnel Committee)
b. Participation rates and curricular outcomes in Innovation in Teaching and Learning Initiative, Cross-Disciplinary Learning and Teaching Initiative, and other faculty teaching development grants	Provost and Dean of the Faculty Office (Office of the Associate Dean for Faculty Development)
c. Faculty professional activity accomplishments	Provost and Dean of the Faculty Office (Personnel Committee) Development and College Relations (Office of Foundation and Corporate Relations, Office of Sponsored Programs)
d. Annual inventory of co-sponsored academic, creative, and co-curricular events on campus available to faculty, staff, students, and the larger community	Dean of Students Office (Associated Students of Whitman College Events Board) Development and College Relations (Office of Communications) Calendaring Office
e. Undergraduate Conference participation and attendance rates	Provost and Dean of the Faculty Office (Office of Grants and Fellowships, Office of the Associate Dean for Faculty Development)
f. Residence Life Learning Outcome “Persistence and Academic Achievement” data	Dean of Students Office (Residence Life)
2. Students develop capacities to analyze, interpret, criticize, and see connections between a broad array of liberal arts and sciences.	
a. Number of departments and programs represented in graduates’ coursework outside of their majors	Provost and Dean of the Faculty Office (Office of Institutional Research)
b. Course-embedded General Studies assessment data	Provost and Dean of the Faculty Office (General Studies Committee, Assessment Committee)
c. Common first-year course completion	Provost and Dean of the Faculty Office (General Studies Committee)
d. Cooperative Institutional Research Program (CIRP) College Senior Survey Question 1a & 1g: “Compared with when you first entered this college, how would you now describe your general knowledge? Critical thinking skills?”	Provost and Dean of the Faculty Office (Office of Institutional Research)

3. Students acquire in-depth knowledge of methods, paradigms, concepts, and applications in a major field of study.	
a. Department- and program-level depth of knowledge learning goal achievement	Provost and Dean of the Faculty Office (Assessment Committee)
b. Major-specific Alumni Survey data on breadth of post-graduate experience and connection to major study	Provost and Dean of the Faculty Office (Office of Institutional Research, Office of the Assistant Dean of the Faculty)
c. Whitman College Senior Survey “In-depth Knowledge” Learning Outcome results	Provost and Dean of the Faculty Office (Office of Institutional Research, Office of the Assistant Dean of the Faculty)
4. Students develop effective oral and written communication skills in a variety of forms.	
a. Department and program Senior Assessment in the Major assessment of communication learning goals	Provost and Dean of the Faculty Office (Assessment Committee)
b. Written and Oral Communication Initiative participation rates and evaluations	Provost and Dean of the Faculty Office (Office of the Assistant Dean of the Faculty)
c. First-year common course writing requirement	Provost and Dean of the Faculty Office (General Studies Committee)
d. Whitman College Technology Services Alumni Survey	Whitman College Technology Services
e. Information Literacy Survey Data or Library 100 and 300 Aggregated Course Evaluations	Provost and Dean of the Faculty Office (Penrose Library)

Core Theme II: Student Engagement, Personal Development, and Leadership

1. Students are actively engaged in co-curricular activities that lead to intellectual and personal growth and goal-setting capacities.	
Indicator	Campus Constituent Responsible
a. Whitman College Experiential Transcript and/or Inventory of Current Active Clubs on Campus	Dean of Students Office (Student Engagement Center, Student Activities Office) Provost and Dean of the Faculty Office (Athletics)
b. Student Reflection Statements on High-Impact Activities	Dean of Students Office (Student Engagement Center)
c. Whitman College Senior Survey “Developing Future Goals” Learning Outcome results	Provost and Dean of the Faculty Office (Office of Institutional Research, Office of the Assistant Dean of the Faculty)
d. Quality of Life and Learning Survey Civic Engagement data	Dean of Students Office (Residence Life)
e. Residence Life Learning Outcome “Interpersonal and Intrapersonal Competence” data	Dean of Students Office (Residence Life)

2. Students gain leadership experience through participation in co-curricular activities.	
a. Greek Award for Excellence interviews	Dean of Students Office (Office of the Associate Dean of Students)
b. Residence Life Learning Outcome “Civic Engagement” data	Dean of Students Office (Residence Life)
c. Whitman Events Board and Associated Students of Whitman College Leader Self-Assessments of Learning Outcomes	Dean of Students Office (Student Activities Office, Associated Students of Whitman College)
d. Office of Grants and Fellowships interview preparation process	Provost and Dean of the Faculty Office (Office of Grants and Fellowships)
3. Students synthesize classroom and out-of-classroom learning.	
a. Whitman College Senior Survey “Classroom and Out-of-Classroom Connections” Learning Outcome results	Provost and Dean of the Faculty Office (Office of Institutional Research, Office of the Assistant Dean of the Faculty)
b. Residence Life Learning Outcome “Knowledge Acquisition, Integration, and Application” data	Dean of Students Office (Residence Life)
c. Whitman Events Board Resume Statements	Dean of Students Office (Student Activities Office, Associated Students of Whitman College)
d. Faculty-student collaborative research grants, presentations, and publications (Examples and participation rates)	Provost and Dean of the Faculty Office (Office of the Associate Dean for Faculty Development)

Core Theme III: Collaboration and Community

1. The College demonstrates a commitment to diversity.	
Indicator	Campus Constituent Responsible
a. Maintenance of permanent funding for Diversity Scholarships	Office of Admissions and Financial Aid
b. Intercultural Center and Religious Life programming and participation rates	Dean of Students Office (Intercultural Center)
c. Breadth of Cultural Pluralism courses offered across departments and programs	Provost and Dean of the Faculty Office (Office of Institutional Research, General Studies Committee)
d. Faculty, Staff, and Student demographic data	Office of the Treasurer (Human Resources) Provost and Dean of the Faculty Office (Office of Institutional Research)
2. A culture of collaboration that enhances the educational experience is evident in College practices.	
a. Participation in the higher education community by institutional leaders	Development and College Relations (Office of Foundation and Corporate Relations, Office of Sponsored Programs) Provost and Dean of the Faculty Office Office of the President
b. Inventory of cross- and interdisciplinary teaching and faculty development	Provost and Dean of the Faculty Office (Office of Associate Dean for Faculty Development)

c. Number of Library Instructional and Research Services offered in existing courses, and sample projects	Provost and Dean of the Faculty Office (Penrose Library)
d. Proportion of College committees and processes with cross-constituency representation	President's Council
3. Connections to communities beyond Whitman are fostered.	
a. Taxonomy of curricular community-based teaching, learning, and research	Provost and Dean of the Faculty Office Dean of Students Office (Student Engagement Center)
b. Summit/Cascade Library Alliance use rates	Provost and Dean of the Faculty Office (Penrose Library)
c. Off-Campus Study participation rates	Provost and Dean of the Faculty Office (Office of Off-Campus Study)
d. Post-graduate grants and fellowships recipient rates	Provost and Dean of the Faculty Office (Office of Grants and Fellowships)
e. Community service participation and quality of impact	Dean of Students Office (Student Engagement Center)
f. Visiting Educator/ O'Donnell lectureships	Provost and Dean of the Faculty Office
g. American Association for the Advancement of Sustainability in Higher Education Membership	Office of the Treasurer