

Mission and Core Themes Self-Evaluation
Report for the
Northwest Commission on
Colleges and Universities

March 1, 2019

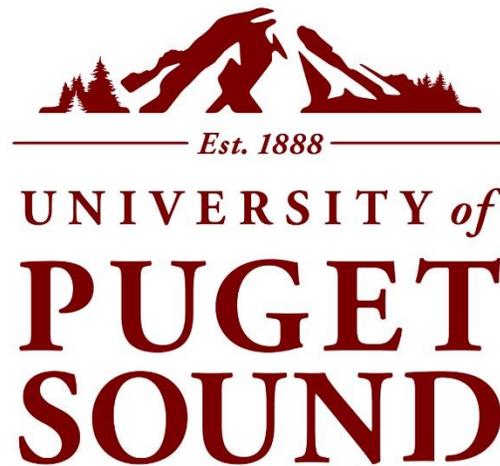


Table of Contents

- 1. Institutional Overview..... 1
- 2. Preface 3
 - 2.1 Update on Institutional Changes 3
 - Mission 3
 - Vision 3
 - Values 3
 - 2.2 Response to Recommendation..... 4
- 3. Mission, Core Themes, and Expectations 5
 - 3.1 Executive Summary of Eligibility Requirements 2 and 3 5
 - Eligibility Requirement 2: Authority..... 5
 - Eligibility Requirement 3: Mission and Core Themes 5
 - 3.2 Mission..... 6
 - Interpretation of Mission Fulfillment..... 6
 - Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment 7
 - 3.3 Core Themes..... 9
 - Core Theme 1. Intellectual Growth 10
 - Core Theme 2. Personal Growth 13
 - Core Theme 3. Self in Community..... 16
 - Core Theme 4. Application of Learning..... 18
- 4. Conclusion 19
- 5. Appendices..... 20
 - Appendix I..... 20
 - Appendix II..... 22
 - Appendix III. Mission, Core Themes, Objectives and Indicators 24
 - Appendix IV..... 27

1. Institutional Overview

Established in 1888, University of Puget Sound is a 2,600-student independent residential national liberal arts college with three graduate programs, located in Tacoma, Washington. Alumni include Rhodes and Fulbright scholars, notables in science and technology and arts and culture, entrepreneurs and elected officials, and leaders in business and finance locally and throughout the world. A low student-faculty ratio provides Puget Sound students with personal attention from a faculty with a strong commitment to teaching in more than 50 traditional and interdisciplinary areas of study. Puget Sound is the only nationally ranked independent undergraduate liberal arts college in Western Washington, and one of just five independent colleges in the Pacific Northwest with a chapter of Phi Beta Kappa, the nation's most prestigious academic honor society. Founded by what is now the United Methodist Church, Puget Sound is governed today by a wholly independent board of trustees and maintains a relationship with the United Methodist Church based on its shared history and values held in common, including the importance of access to a high-quality education, academic freedom, social justice, environmental stewardship, and global focus.

The faculty and board of trustees support a program committed to comprehensive liberal learning and academic excellence. The heavily full-time (82 percent) faculty of approximately 300 is first and foremost a teaching faculty, selected not only for expertise in various subject areas, but also for the desire and ability to promote deep understanding and critical thinking. Students benefit from classes taught by committed faculty members who welcome students not only into their classrooms, but also into the scholarly community of the campus. Faculty members maintain active intellectual lives that nourish their own scholarly development and their work with students.

Learning beyond the classroom is an important component of a residential college experience. Puget Sound is a community in which each student's education is enriched by many opportunities to extend and supplement in-class learning through activities such as attending lectures, seminars, plays, and concerts; joining student clubs; participating in intramural and intercollegiate athletics; leading residence hall and residence community groups; and internships and volunteering in Tacoma and Pierce County. Our Civic Scholarship Initiative, Race and Pedagogy Institute, Sound Policy Institute, Freedom Education Project Puget Sound, and experiential learning programs provide more focused opportunities to apply learning beyond the bounds of our campus community. In these and similar settings, students develop empathy while navigating differences, learn to be productive members of a team, and forge new friendships.

Puget Sound is large enough to offer the advantages of multiple perspectives, sophisticated resources, and a rich array of programs, yet small enough to be a highly engaged, caring community. Students come to Puget Sound with diverse backgrounds and interests from nearly every state in the nation and from several other countries. As noted in Puget Sound's diversity and inclusion vision statement, "We are a campus community that values the intrinsic worth of its members, recognizes our shared qualities, and embraces our differences. We make appreciation of all persons a key characteristic of this community, foster a spirit of openness and active engagement, and strive to be diverse and inclusive in every aspect of campus life." The limited size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience and a drive to make change for the better.

Over the past two years, we have created a new strategic plan, *Leadership for a Changing World*, with a vision to challenge and support our students as they become broadly and deeply educated lifelong

learners, prepared to create and serve the future and become the world's next generation of visionary leaders. The plan sets out five goals:

1. Advance institutional excellence, academic distinction, and student success

We will advance educational excellence and our academic and institutional distinctions to ensure that *all* students have high-impact engagement that leads to deep learning and strong educational outcomes. We will enhance student recruitment and retention, and promote the visibility and reputation of Puget Sound.

2. Enrich our learning environment through increased diversity, inclusion, and access

We will more fully develop a welcoming learning environment through initiatives that increase and support equity, inclusion, and access to, and successful graduation from, Puget Sound.

3. Support and inspire our faculty and staff

We will support and inspire our faculty and staff members through the promotion of their well-being, professional development, retention, work with students, and engagement with each other.

4. Enhance engagement with the community, including promotion of environmental justice and sustainability

We will more deeply engage with and learn from our local and regional communities to strengthen the quality of a Puget Sound education and our role as a community asset. We will define key actions to which the university will commit to advance environmental justice and sustainability. And we will work closely with alumni to build their lifelong engagement with the university and each other, and to leverage their ability to mentor and guide current students.

5. Pursue entrepreneurial and other opportunities to fully leverage and expand our assets

We will pursue entrepreneurial opportunities consistent with our mission, and will promote the accessibility, affordability, and value of a Puget Sound education, strengthen the institution and our financial position, and enhance our ability to anticipate and respond to technological and social change.

These goals were determined based on wide community input, with students, faculty and staff members, alumni, parents, and trustees working together to develop this student-centered strategic plan, guided by our vision and values, built on our mission and educational goals, and supported by a commitment to do all that we can to make a Puget Sound education ever more meaningful, relevant, accessible, and distinctive. This report is written in the context of this work, a bold and forward-looking approach to the delivery of our residential liberal arts education to meet the needs of this and future generations of students.

2. Preface

2.1 Update on Institutional Changes

The university has made the following changes since our last comprehensive report, the demonstration project, which we submitted in March 2017.

- **Executive:** The academic vice president was retitled to provost, serving as dean of the university and overseeing student affairs. We have added in-house university counsel, Vice President Joanna Carey Cleveland, B.A., M.P.A., J.D., who serves on the President's Cabinet and as secretary to the board of trustees, and welcomed a new vice president for student affairs and dean of students, Uchenna Baker, B.A., M.Ed., Ph.D., since our March 2017 report.
- **Educational Goals:** In fall 2017, the faculty approved a revised set of educational goals, detailed in Chapter 4. These goals are similar to the previous goals, but are rephrased to be more active and to clarify language that was vague and not well understood.

As noted in Chapter 1, under the leadership of President Isiaah Crawford, we have begun the process of implementing a new strategic plan, *Leadership for a Changing World*, which is built on our unchanged mission and values and renewed vision:

Mission

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

Vision

We challenge and support our students as they become broadly and deeply educated lifelong learners, prepared to create and serve the future and become the world's next generation of visionary leaders.

Values

Self-Expression

We are committed to articulate and creative self-expression as a means to achieving personal independence and making a difference in the world.

Collegiality

We genuinely respect each other and collaborate with honesty, integrity, and openness for the common good.

Courage

We practice civil discourse and deliberation, and have the courage to address difficult questions with innovative thinking.

Passion

We are passionate about our work and seek to instill in our students a commitment to intellectual curiosity and productive lives.

Diversity

We seek diversity of identity, thought, perspective, and background in our students and faculty and staff members.

Leadership

We prepare our students to be thoughtful and active citizens and leaders, and support opportunities for the professional development of our faculty and staff members.

Stewardship

We are responsible stewards of our talents, resources, and traditions.

Environment

The university and the wider community sustain each other. We value our Northwest location and the unique confluence of urban, cultural, and natural attributes that enrich our learning community.

2.2 Response to Recommendation

University of Puget Sound participated in the demonstration project, submitting our report in March 2017. While reaffirming accreditation, the NWCCU requested that University of Puget Sound submit an ad hoc report to “again address Recommendation 1 of the *Spring 2013 Year Three Peer-Evaluation Report*.” That recommendation reads: “The Evaluation Committee recommends that the University of Puget Sound take action to ensure that intended student learning outcomes are listed in all syllabi and in all program descriptions.” In spring 2018, we submitted an ad hoc report to address this recommendation. The NWCCU took action to accept the ad hoc report, and notified us on July 27, 2018, that “Recommendation 1 from the *Spring 2013 Year Three Peer-Evaluation report* is fulfilled with no further action required.”

3. Mission, Core Themes, and Expectations

3.1 Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

University of Puget Sound is an independent residential liberal arts college governed by the board of trustees. The board sets a broad institutional mission and policies, delegates administrative authority, and periodically reviews its own structure and practices in order to ensure continued effectiveness. The documents that outline the role of the governing board are the restated articles of incorporation, the University of Puget Sound corporate bylaws, and the board's implementing resolutions, the most important of which are the Statement of Board Organization and Committee Responsibilities and the Statement of Individual Trustee Responsibilities. These documents are periodically reviewed to ensure compliance with evolving practices, legal requirements, and fiduciary responsibility. The board ensures that all resources at the college are directed toward fulfillment of the mission of the university.

Eligibility Requirement 3: Mission and Core Themes

The institutional mission is unchanged, though this mission and core themes self-evaluation provides the opportunity to revise our core themes, and we have done so, with approval by the board of trustees' Academic and Student Affairs Committee in February 2019. The core themes are drawn directly from the institutional mission, which emphasizes a liberal arts education that prepares students for creative and useful lives. We support our mission through continued dedication of resources, with 82 percent of operating revenues devoted to education and general activities. Our faculty and staff are knowledgeable about the principles of our mission and are committed to enacting it.

3.2 Mission

University of Puget Sound's mission provides a foundation for our core themes, educational goals, and Curriculum Statement. These, in turn, influence our cocurricular vision. In recent years, Puget Sound has been attentive to the high-impact practices (HIP), articulated by George Kuh and the American Association of Colleges and Universities' LEAP project¹, as effective means to achieve high-quality student learning outcomes related to mission fulfillment. The university's full mission statement reads:

University of Puget Sound is an independent, predominantly residential, undergraduate liberal arts college with selected graduate programs building effectively on a liberal arts foundation. The university, as a community of learning, maintains a strong commitment to teaching excellence, scholarly engagement, and fruitful student-faculty interaction.

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

The mission statement is discussed in several venues, including our new-staff orientation sessions, in faculty meetings, and at regular meetings of the senior management, and its critical elements are frequently quoted in the course of daily work. The mission statement appears in many college publications, including the *Bulletin* and *Graduate Bulletin*, the college website, the annual financial report, the Commencement program, and grant proposals.

Interpretation of Mission Fulfillment

The mission includes essential learning outcome elements that are foundational for achieving holistic lifelong goals leading, ideally, to "the unfolding of creative and useful lives." Taken together, we have summarized them into essential learning dimensions: *apt expression, critical analysis and creativity, rich knowledge and self and others, and engaged citizenship*. It is through these four essential learning dimensions that we demonstrate mission fulfillment, particularly as we see overlap among all of the factors related to our mission.

The faculty's educational theory for delivery of this mission is articulated in the [Curriculum Statement](#), the general considerations of which are captured in a set of educational goals:

- A student completing the undergraduate curriculum will be able to
- a) think critically and creatively;
 - b) communicate clearly and effectively, both orally and in writing; and
 - c) develop and apply knowledge, both independently and collaboratively;
- and will have developed
- d) familiarity with diverse fields of knowledge and the ability to draw connections among them;
 - e) solid grounding in the field of the student's choosing;

¹ Kuh, George D., *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, American Association of Colleges and Universities, 2008.

- f) understanding of self, others, and influence in the world; and
- g) an informed and thoughtful sense of justice and a commitment to ethical action.

The Division of Student Affairs (DSA) also has articulated goals to serve the university mission and faculty educational goals.

- 1) Knowledge of Self and Others: At Puget Sound, we believe that students should understand themselves, where they come from, what has shaped them, and who they aspire to be.
- 2) Integrity: At Puget Sound, Loggers will live with integrity in all aspects of their lives. Integrity is aligning values with action, fulfilling commitments, and meeting personal and community expectations.
- 3) Wellness: At Puget Sound, we take a holistic understanding of wellness that encompasses many areas of well-being and will look different for each individual. Wellness is the process of living a healthy and fulfilling life.
- 4) Community Engagement: At Puget Sound, we define community engagement as the act of connecting values, resources, and skills to how a person contributes to their community.

Our interpretation of our mission translates the narrative of the mission and its essential learning dimensions through the core themes and educational and student affairs goals to the high-impact practices. We view the high-impact practices as mechanisms to deliver on our mission, as structures by which students may succeed in the essential learning dimensions. The essential learning dimensions are the explicit interpretation of our mission, taking into account our core themes, educational goals, student affairs goals, and high-impact practices (see Appendix I).

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

Through our work with the demonstration project, we have moved toward a mission fulfillment framework that focuses largely on outcomes as a way of addressing the question, “To what extent are we fulfilling our mission?” At the same time, we are assessing the Puget Sound environment and student experiences within it, as understanding these elements is essential to addressing the question, “How do we get better at fulfilling our mission?”

Our goal in establishing a model for evaluating extent of mission fulfillment is to have a meaningful high-level check on the university’s direction and approach. In doing so, we need a balance between something that is broad enough to be representative and simple enough to be grasped essentially all at once. To that end, our model for evaluating the extent of mission fulfillment focuses on three questions: 1) Are our students persisting to graduation at an acceptable rate? 2) Are our students achieving along the essential learning dimensions at an acceptable level? 3) Are our students progressing toward lifelong holistic goals in an acceptable way? Accordingly, we have developed a framework for evaluating mission fulfillment that has three components:

- 1) Student enrollment and persistence to graduation
- 2) Student achievement along essential learning dimensions:
 - a) Apt expression
 - b) Critical analysis and creativity
 - c) Rich knowledge of self and others
 - d) Engaged citizenship
- 3) Student progress toward a lifetime of holistic learning

Component 1: Student Enrollment and Persistence

For the purposes of evaluating mission fulfillment, evidence on student persistence to graduation is based on these measures:

- Number of new first-time, full-time students (threshold: no less than 95 percent of planning goal)
- One-year retention rate (threshold: no less than 95 percent of planning goal)
- Four-year graduation rate (threshold: no less than 95 percent of planning goal)
- Five-year graduation rate (threshold: no less than 95 percent of planning goal)
- HEDS² Item 11: Overall, how satisfied have you been with your undergraduate education at this institution? (threshold: statistically on par or above peers)

Maintaining or exceeding an acceptable threshold in the first component—student enrollment and persistence to graduation—is a necessary condition for student achievements in the other two components. As a residential liberal arts college, we generally think of our students as matriculating and graduating with a cohort while also recognizing that, for good reasons, some students will leave or be delayed, and others will join the institution as transfer students. Our current graduate programs also enroll students largely on a cohort basis. Accordingly, our acceptable thresholds for student enrollment and persistence to graduation are based in institutional planning. One additional element of this component is response to the HEDS Senior Survey question regarding satisfaction. We acknowledge that this item is perhaps a bit out of place in a component labeled “student persistence to graduation,” but it serves as a useful high-level indicator that is heavily related to persistence.

Component 2. Student Achievement Along Essential Learning Dimensions

As noted above, the four dimensions we use are common to the university’s mission statement, the faculty’s educational goals, and the goals articulated by the Division of Student Affairs. As a liberal arts institution, we see these essential learning dimensions as foundational elements upon which progress toward the third component, holistic lifelong learning, is built.

For each learning dimension, we identify a small set of representative measures or indicators. (See Appendix II). They are drawn from internal surveys, national surveys, and direct institutional measures. Our thresholds for internal indicators are statistically significant growth from first to senior year. Our thresholds for peer comparison are indicators that are either higher than or statistically on par with peers. For direct institutional measures, we use faculty-designed rubrics with an expectation of improvement from first to senior year.

Component 3. Student Progress toward a Lifetime of Holistic Learning

As students graduate, we can try to understand their preparation for and progress toward holistic lifelong learning. Understanding how that plays out over a lifetime is a difficult proposition so, for the purposes of evaluating mission fulfillment, we focus on where students are as they graduate, supplemented by feedback from alumni. Because holistic learning is inextricably tied to our educational and student affairs goals, we survey seniors and alumni on the degree to which they have developed in each. As indicators, we expect to see growth, with alumni responses statistically on par with or higher than responses from seniors, suggesting that they have a greater awareness of the role of Puget Sound in contributing to their holistic lifelong learning.

² Higher Education Data Sharing Consortium Senior Survey. HEDS Consortium members are comprised mostly of other national liberal arts colleges.

3.3 Core Themes

With revised educational goals and a renewed vision and values, along with a new strategic plan, the time was right to take a deeper look at our core themes and to more strongly align them within the current context of Puget Sound. Since our 2011 report, in which we presented our first set of core themes, Puget Sound has become increasingly invested in Kuh's high-impact practices; we also have begun a strong experiential learning program, which we intend to make comprehensive. The time is ripe to incorporate those learning sites into our core themes. We have, thus, identified four new core themes: 1) intellectual growth, 2) personal growth, 3) self in community, and 4) application of learning. A summary of the mission, core themes, objectives and indicators is in Appendix III.

For each core theme, we have articulated objectives based on our educational and student affairs goals and have identified several indicators for each objective. Most of the indicators are taken from the HEDS (Senior Year), National Survey of Student Engagement (NSSE) (First and Senior Year), and Educational Benchmarking Inc. (EBI) (First and Second Year) national surveys, which have been tested for validity and reliability among a wide range of institutions.

The HEDS Senior Survey questions are meaningful to us as they provide definitions that align with our objectives, leading to consistent results across time, based on five-point Likert scales. The NSSE questions, in addition to providing peer comparisons, also provide evidence of change from first year to senior year, allowing us to gauge growth in comparison to peers. They also are based on five-point Likert scales. The EBI Survey does the same for student affairs objectives, and is administered to first- and second-year students, all of whom are required to live on campus. The EBI uses four- and five-point Likert scales. While these nationally normed surveys provide peer comparisons, our internal questions provide a more nuanced response option for each objective, utilizing a 100-point sliding scale that ranges from "I do not understand this" to "I am able to apply these skills and abilities in my academic work and outside of class." The alumni survey asks not only the degree to which critical thinking has been enhanced by Puget Sound, but also the degree to which it has been useful post-graduation; this provides us with important feedback about the appropriateness of our objectives. We note that these surveys, as indirect measures, point to student perception. Nonetheless, these are the best comprehensive measures we have for both peer comparison and for student growth, and previous results have helpfully directed us to areas for improvement.

To complement these indirect measures, we employ several direct measures: The Research Practices Survey (RPS), Sounding Board (our ePortfolio program), and our longitudinal writing study. The RPS includes several items that test students' critical thinking as it pertains to research, the discernment of appropriate sources, applicability of research materials, etc. As a direct measure, it is a useful validation of the indirect survey results. We are able to review our results against other institutions, as well as from first to senior year. Sounding Board is our ePortfolio and provides a rich source of student reflection on their growth, as well as a resource going forward for further direct assessment. We assess student writing directly through our decades-old longitudinal study of student writing, which involves the collection of papers from a random sample of students beginning in their first semester and progressing through their senior year. In the fifth year, faculty members review the direct evidence of student writing and score it on rubrics which are normed together. In addition to providing direct evidence of student growth in writing, this data also provides information to the faculty about gaps that can be addressed through faculty development in writing pedagogy. Taken together, these direct measures, along with the variety of indirect measures, provide a comprehensive evaluation of our core theme objectives.

Core Theme 1. Intellectual Growth

Intellectual growth includes not only depth and breadth of knowledge, but also innovative thinking and problem-solving, and the ability to share knowledge and questions. This theme emerged from the following phrases in our mission statement: “critical analysis,” “aesthetic appreciation,” “sound judgment,” “apt expression,” “thoughtful moral discourse,” “integration of learning,” “fullest intellectual potential,” and “unfolding of creative ... lives.” As the educational goals shifted to more active language, that context prompted us to view our “academic excellence” core theme differently, and to extract from the mission the sense of growth that is embedded in the first phrase: “The mission of the university is to develop in its students ...” The revised core theme of intellectual growth is more reflective of the spirit of our mission as it pertains to those academic and intellectual elements.

At Puget Sound, we engage students in high-quality learning, intellectual exploration, and academic conversation across the liberal arts and selected graduate professional fields. We seek to inspire them to produce excellent academic work, and we aspire to demonstrate excellence in all aspects of our work with them, from the classroom to the athletic field, and from the dining hall to the residence hall. Hallmarks of intellectual growth at Puget Sound are: 1) critical thinking, 2) creative thinking, 3) clear communication in writing, 4) clear communication orally, 5) development and application of knowledge independently, 6) development and application of knowledge collaboratively, 7) familiarity with diverse fields of knowledge and the ability to draw connections among them, and 8) a solid grounding in the field of the student’s choosing. These serve as our objectives for Core Theme 1.

Objective 1. Students will think critically.

As students progress in the academic program at Puget Sound, they are expected to engage in critical thinking in increasingly sophisticated ways—from understanding and applying information literacy in the first year to carrying out capstone work in the senior year. Students are called upon to read deeply, to question their assumptions, and to examine ideas and evidence before formulating conclusions. Faculty members model analytical and critical thinking in the lab, field, performance space, and classroom, preparing students to employ it when they take advantage of campus leadership opportunities, when they study abroad, when they engage in summer research, and in their everyday lives. The following indicators provide meaningful and assessable measures of achievement for this objective:

- *HEDS Senior Survey 6b: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in critical thinking—examination of ideas, evidence, and assumptions before accepting or formulating a conclusion?*
- *NSSE 17c: How much has your experience at this institution contributed to your knowledge, skills, and personal development in thinking critically and analytically?*
- *The Research Practices Survey: test questions. (correct/incorrect response scores)*
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to think critically?*

Objective 2. Students will think creatively.

As important as critical thinking is, we foster students’ abilities to identify problems and innovate in order to find solutions. Whether that creativity happens on the stage or in the art studio, in a science lab or through social science research, growth in the ability to think creatively is the foundation of problem-solving. Meaningful and assessable indicators of this objective are:

- *HEDS Senior Survey 6c: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in creative thinking—developing or combining ideas, images, or expertise in innovative ways?*

- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to think creatively?*

Objective 3. Students will communicate clearly in writing.

From their Seminar in Scholarly Inquiry, taken during the first semester, through the completion of a capstone course in their major course of study, students grow as written communicators. Coursework emphasizes the creation of accurate and compelling content in clear, expressive, and audience-appropriate prose across the curriculum, as well as in the disciplines. With a Center for Writing, Learning, and Teaching equipped to support students in their growth as writers and faculty members in their growth as teachers of writing, we have identified indicators that measure student writing both indirectly and directly. The following are meaningful and assessable indicators of this objective:

- *HEDS Senior Survey 6f: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in effective writing—conveying accurate and compelling content in clear, expressive, and audience-appropriate prose?* This survey question is directly aligned with our written communication objective.
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to communicate clearly and effectively in writing?*
- *Puget Sound Writing Study.*

Objective 4. Students will communicate clearly orally.

In addition to written communication, we believe that students must be able to express themselves orally. We shared in our demonstration project report that this was an area of growth for us. We have secured a grant for a Center for Speech and Effective Advocacy that will provide a wide variety of opportunities for Puget Sound students and faculty members to gain greater confidence and experience in oral argumentation, advocacy, and persuasion. The following indicators will assist us in assessing our success:

- *HEDS Senior Survey 6g: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in effective speaking—conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations?*
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to communicate clearly and effectively orally?*

Objective 5. Students will develop and apply knowledge independently.

Intellectual growth moves from guided accumulation of knowledge to independent application. As students move from advising and first-year seminars to required upper-division courses and through their major capstone courses, they are increasingly called upon to pursue intellectual independence. While only one indicator is noted below, we believe all of the intellectual growth indicators that are based in individual work, taken together, provide a sense of development and application of knowledge independently:

- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to develop and apply knowledge independently?*

Objective 6. Students will be able to develop and apply knowledge collaboratively.

Through teamwork both in and out of the classroom, students are required to work collaboratively. This work happens through group research projects, performance ensembles, committee participation, and

student organizations; with lab partners; and in the residence halls. We assess the degree to which students grow in their development and application of knowledge collaboratively through the following indicators:

- *HEDS Senior Survey 6h: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in teamwork—contributing to a team, facilitating the work of team members, and fostering a constructive team climate?*
- *NSSE 17f: How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?*
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to develop and apply knowledge collaboratively?*

Objective 7. Students will develop familiarity with diverse fields of knowledge and the ability to draw connections among them.

As a liberal arts college, we believe that students need to experience breadth as well as depth, and require that they not only take coursework across disparate academic fields, but also that students take at least one designated “Connections” course that is structured specifically to cross departmental boundaries. Intellectual growth is strengthened when students make new connections across fields of knowledge. This objective is assessed via the indicators below:

- *HEDS Senior Survey 4h: About how often have you connected what you learned in multiple courses?*
- *NSSE 2 factor.*
The NSSE Survey combines a set of questions regarding reflective and integrative learning into a single factor that provides an ideal indicator for this objective. (See Appendix IV.)
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your ability to develop familiarity with diverse fields of knowledge and the ability to draw connections among them?*

Objective 8. Students will develop a solid grounding in the field of the students’ choosing.

While breadth provides one aspect of intellectual growth, we expect students to explore at least one field deeply and to have substantial intellectual growth in that field. It is through the major that we provide that opportunity, with assessments based on the following indicators:

- *Department/Program assessment reports.*
Each department/program assesses their own outcomes for students, demonstrating mastery of the field. In addition to their own exit interviews, surveys, or performance evaluations, departments are served by the Office of Institutional Research, which queries students on specific department/program outcomes via the Senior Survey.
- *Spring and alumni surveys: To what extent has Puget Sound enhanced your solid grounding in the field of your choosing?*

These indicators, taken together, will provide a full sense of the degree to which Puget Sound students grow intellectually as a result of their time at Puget Sound.

Core Theme 2. Personal Growth

Personal growth includes self-efficacy and self-reliance, along with emotional intelligence and a sense of personal wellness and wholeness. This theme prizes independence by way of flexibility and problem-solving, and emerged from the following phrases in our mission statement: “sound judgment,” “reasoned independence,” “rich knowledge of self,” and “fullest ... human potential.” Our former core theme of “rich knowledge of self and others” was pulled directly from our mission statement; this revised theme puts it into context, focusing again on the opening phrase of our mission: “The mission of the university is to develop in its students ...”

At Puget Sound, the academic program is complemented by strong cocurricular and extracurricular programming that includes a two-year residency requirement. As students grow personally through the academic program and find their academic passions, they are developing a strong sense of self. Residence hall programming, athletics, student organizations, and friendships all contribute to personal growth as students navigate independence and gain exposure to a wide variety of people with an equally wide variety of perspectives of the world. Hallmarks of intellectual growth at Puget Sound are: 1) practice introspection to better understand self, 2) manage healthy boundaries, 3) establish self-reliance, 4) align their behaviors with their values, and 5) understand self and influence in the world. These serve as our five objectives for Core Theme 2.

Objective 1. Students will practice introspection to better understand themselves.

Personal growth requires introspection—the ability to understand ourselves, recognize our perspectives and frameworks, and incorporate that knowledge about ourselves as we grow. Puget Sound provides exposure to a variety of people and environments that help students see themselves through different lenses. Whether students are learning from peers in the classroom or residence hall, through internships or other off-campus opportunities, or through the clinical and fieldwork in which our graduate students engage, there is ample opportunity for students to be introspective and to lend that reflection to personal growth. This is a challenging objective to measure. We expect that the most appropriate measure is Sounding Board, our ePortfolio program that is made available to all incoming students.

Objective 2. Students will manage boundaries.

As students arrive on campuses across the country with greater levels of anxiety, depression, and other wellness-related needs, it is increasingly important for them to identify and set healthy boundaries as one coping mechanism, not only for their time at Puget Sound, but also for their lives after they graduate. Students are supported in developing healthy boundaries primarily through the residential program, but also through modeling by faculty members and administrators. Students who are significantly challenged can take advantage of executive function programs in the Center for Writing, Learning, and Teaching, as well as individual and group counseling sessions through Counseling, Health, and Wellness Services. The Office of Student Accessibility and Accommodation provides additional support.

Boundary management is a vital skill in personal growth and is evidenced through the ability to resolve conflict and manage time. Conflict resolution, as an indicator, is based on the assumption that conflict rises when boundaries are breached. Students who grow in their ability to resolve conflict are therefore likely to have identified and set healthy boundaries, and both those boundaries and the act of identifying and setting them contribute to their personal growth. Similarly, poor time management allows for boundaries to be crossed when time runs short. Students who grow in their ability to manage their time are therefore likely to have identified and set healthy boundaries; those boundaries and the

act of setting them contribute to students' personal growth. The following indicators serve to measure this objective:

- *EBI Q091: To what degree has your on-campus housing experience helped to resolve conflicts?*
- *Senior Survey: To what degree has your experience at Puget Sound helped you resolve conflicts?*
- *EBI Q097: To what extent do you agree that as a result of your on-campus housing experience, you are better able to manage time?*
- *Senior Survey: As a result of your experience at Puget Sound, you are better able to manage time.*

Objective 3. Students will demonstrate self-reliance.

A primary component of personal growth is self-reliance. As students mature at Puget Sound, we anticipate that they become increasingly self-reliant. Problem-solving, too, is an essential component of self-reliance; students who grow in their ability to solve their own problems demonstrate personal growth through improved self-reliance. Through our residential program, we give students practice in learning to resolve conflict, and throughout the academic, residential, and out-of-class programs, we encourage independent problem-solving with a developmental approach. Students receive guidance from faculty and staff members, providing them with resources to find resolution on their own. As they move through their time at Puget Sound, we expect that they increasingly rely on themselves; the indicators below provide measures of this growth:

- *EBI Q091: To what extent do you agree that as a result of your on-campus housing experience, you are better able to resolve conflicts?*
- *Senior Survey: To what degree has your experience at Puget Sound enhanced your ability to resolve conflicts?*
- *EBI Q098: To what extent do you agree that as a result of your on-campus housing experience, you are better able to solve your own problems?*
- *Senior Survey: To what extent do you agree that as a result of your experience at Puget Sound, you are better able to solve your own problems?*

Following up on the EBI time management question, we are able to measure personal growth from first to senior year.

Objective 4. Students will align their behaviors with their values.

In order to align their behaviors with their values, students need to recognize their values; the indicators below provide measures of that. Through well-articulated academic integrity expectations, faculty members share some of their values in the classroom, in advising, and in project work with students. As students work with faculty and staff members in the lab and in discussion outside of class, they also observe the ways in which staff and faculty members' decisions are guided by values. Puget Sound has recently revised its Student Integrity Code, and students who are found in violation are required to write reflectively about it, pointing to the necessary alignment between their behaviors and their values. As students grow personally and develop or clarify their values, they exercise those values in their behaviors in and out of the classroom.

- *HEDS 2a: To what extent do you agree that your nonclassroom interactions with faculty members have had a positive influence on your personal growth, values, and attitudes?*
- *NSSE 17g: How much has your experience at this institution contributed to your knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics?*
- *Academic honesty and conduct infractions show a decrease from first to senior year.*

- *Sounding Board.*
The best direct evidence of students connecting their values and their behaviors will emerge in their ePortfolios as they reflect upon their experiences and decisions.

Objective 5. Students will develop an understanding of self and their influence in the world.

Personal growth is predicated on an understanding of self and an ability to reflect on one's experiences. We are providing that opportunity through Sounding Board. Beginning with the class that entered in fall 2018, all students are encouraged to use Sounding Board; some programs require them to do so. In addition, our low student-faculty ratio of 11:1 and our faculty advising program provide opportunities for faculty members to guide students in reflection. Peers, too, encourage reflection through individual outreach by resident assistants and academic peer advisors. Exposure to a wide variety of people in residence halls and in and out of class activities helps students to define their own identities and to understand their agency. Staff members provide support for student reflection, as well, in our new COMPASS program, whereby supervisors of student staff members engage in quarterly conversations. The following indicators serve to assess this objective:

- *Sounding Board.*
This ePortfolio qualitative data becomes direct evidence of student awareness of self and their agency.
- *EBI Q095: To what degree has your on-campus housing experience helped you benefit from the interactions with residents who are different from you?*
- *Senior Survey: To what degree has your experience at Puget Sound helped you benefit from the interactions with students who are different from you?*

These objectives and their indicators, taken together, will provide a full sense of the degree to which Puget Sound students grow personally as a result of their time at Puget Sound.

Core Theme 3. Self in Community

Embedded in our mission is a tacit emphasis on community. This is evident in the following excerpts: “rich knowledge of self and others,” “appreciation of commonality and difference,” “democratic citizenship,” and “creative and useful lives.” It is implicit that students need to be part of a community, each sharing their passion and developing a purpose that underscores their contributions. As we recognize the importance of enrolling an increasingly diverse student body—as well as hiring an increasingly diverse faculty and staff—we also recognize the broadening definition of our community. In addition, global perspective is an important aspect of students’ abilities to understand and contribute to communities.

We recognize that personal growth is closely related to the role of self in community. Nonetheless, the emphasis on community in our mission warrants its own core theme. Our *Leadership for a Changing World* strategic plan emphasizes community through Goal 4, to “enhance engagement with the community, including promotion of environmental justice and sustainability,” and Goal 2, which is to “enrich our learning environment through increased diversity, inclusion, and access.” We are providing support for community-based learning and are in the beginning stages of developing a Legacies Project, which will allow us to examine our history through the eyes of our varied communities toward creation of a better future. This strategic framing provides contextual support for the self-in-community core theme. Objectives of this core theme are: 1) understanding of self, others, and influence in the world, 2) informed and thoughtful sense of justice and commitment to ethical action, and 3) identification with a community.

Objective 1. Students will develop an understanding of self, others, and influence in the world.

Interaction with others is a valued aspect of learning in a variety of communities. For some students, the campus itself represents an almost foreign community through which they develop not only a stronger sense of self, but also of their agency. For other students, the campus community is so similar to their homes that they need to find pockets of difference or study abroad in order to gain a sense of themselves and their roles in a variety of communities. Through study abroad, residential programming, and experiential learning, we endeavor to expose students to people of different backgrounds during their time at Puget Sound. The faculty added a Knowledge, Power, and Identity (KNOW) graduation requirement in 2015 to support this work. All of this programming and curricular work promotes development of intercultural competence, which can provide a foundation upon which students can understand their influence and its limits. This objective will be assessed using the following indicators:

- *HEDS Senior Survey 6k: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in intercultural knowledge and competence—information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts?*
- *NSSE 17h: How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other backgrounds?*
- *EBI Q090: To what extent do you agree that as a result of your on-campus housing experience, you are better able to live cooperatively?*
- *Senior Survey: To what extent do you agree that as a result of your experience at Puget Sound, you are better able to live cooperatively?*

Objective 2. Students will develop an informed and thoughtful sense of justice and a commitment to ethical action.

Communities are situated in their own systems of justice and ethical codes. As students develop their own sense of justice and ethical action, that, too, is situated in community. Through ethical reasoning that occurs as students abide by the various codes of the Puget Sound community—both explicit and implicit—they develop or clarify their own personal codes of values and ethics. Indicators of this objective are:

- *HEDS Senior Survey 6l: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in ethical reasoning—recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions?*
- *NSSE 17g: How much has your experience at this institution contributed to your knowledge, skills, and personal development in developing or clarifying a personal code of values and ethics?*
- *Spring and alumni surveys: Puget Sound enhanced my ability to develop an informed and thoughtful sense of justice and a commitment to ethical action.*
- *Campus climate survey: How likely are you to act or react by challenging a discriminatory remark made by faculty members, staff members, or students in or out of the classroom?*

Objective 3. Students will identify with a community.

As students understand their roles relative to the campus and the broader community, they are increasingly able to identify with those roles and find communities in which they are able to work effectively with others. We expect this to contribute to their ability to identify with a community and, ultimately, impact their personal growth. Puget Sound provides numerous opportunities for students to find communities, beginning with Orientation, where dozens of small groups engage in personally meaningful activities ranging from outdoor activities to community service to arts exploration in the community. Throughout students' time at Puget Sound, there are communities of shared academic passions; student activities; and study abroad, POSSE, and Access Programs cohorts; as well as less visible communities, such as students on the autism spectrum who gather weekly to knit. Assessment of this objective is based in the following indicators:

- *NSSE 17f: How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?*
- *NSSE 17h: How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of other backgrounds?*
- *EBI Q095: To what degree has your on-campus housing experience helped you benefit from interactions with residents who are different from you?*
- *Senior Survey: To what degree has your experience at Puget Sound helped you benefit from interactions with students who are different from you?*
- *Sounding Board.*

Evidence of students identifying with communities will emerge in their ePortfolios as they reflect upon their experiences.

Core Theme 4. Application of Learning

Our mission statement ends with the phrase: “Such an education seeks to liberate each person’s fullest intellectual and human potential to assist in the unfolding of creative and useful lives.” It is clear that we can only fulfill our mission if our students apply the gifts of their Puget Sound education, and we therefore make it explicit through this final core theme. Contextually, there is pressure on higher education as an industry to show the value of the education we provide, and Puget Sound has taken significant steps to do so. We have not only developed an experiential learning office and faculty advisory group, but we have integrated experiential learning throughout the university. Partnering with staff members in student employment, academic advising, alumni and parent relations, and others, the office supports internships, summer research, practicums, off-campus study, and volunteer mentoring in the community.

Our graduate programs all require clinical and fieldwork placements in the community or internships that provide sites where students can apply their skills and knowledge. In addition, our occupational and physical therapy programs operate on-site clinics that allow students to apply their learning immediately on campus.

The objectives of this core theme are: 1) solid grounding in the field of the student’s choosing and 2) development and application of knowledge independently and collaboratively. While these objectives also are included in other core themes, here they are paired with a different set of indicators which highlight additional aspects of each objective.

Objective 1. Students will develop solid grounding in the field of the student’s choosing.

This objective appears as Objective 8 in Core Theme 1, as well. The focus here is the acquisition of knowledge in the student’s chosen field with a view toward applying that knowledge both during their years at Puget Sound and after graduation. The choice of academic major provides the venue through which each student gains a solid grounding in one field of study and prepares for graduate study or other professional development opportunities. The following indicators provide meaningful and assessable measures of achievement for this objective:

- *NSSE 17e: How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job- or work-related skills?*
- *Acceptance rates into graduate programs.*
- *Destination survey: undergraduates who are employed or continuing education six months post-graduation.*
- *Passage rates for graduate school certification exams.*
- *Placement rates for graduate students.*

Objective 2. Students will develop and apply knowledge independently and collaboratively.

Deep knowledge of their major fields of study, accompanied by greater understanding of the world and the people in it, prepares students to contribute in meaningful and positive ways to the communities in which they find themselves. The knowledge they have gained during their time at Puget Sound can be applied in the many contexts in which they find themselves during college and after graduation. This knowledge, in some cases, will be applied while working with others as part of a collaborative team, and in other cases, it will be developed more fully or applied through individual effort via campus programming opportunities. The following indicators provide measures for this objective:

- *NSSE 17i: How much has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex real-world problems?*

- *HEDS Senior Survey 6m: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in integrative thinking—the habit of connecting ideas and experiences, and the ability to transfer learning to new situations?*
- *Spring and alumni surveys: To what extent has your experience at Puget Sound enhanced your ability to develop and apply knowledge independently and collaboratively?*
- *Sounding Board.*
Through reflection on internships, summer research, work-study experiences, and other applications of learning, ePortfolios become a rich source of information about students' application of their knowledge.

4. Conclusion

We present these four core themes as a unified representation of not only who we are as a learning community, but of where we are headed. The overlap in our objectives demonstrates the degree to which our mission and core themes cohere, and we look forward to discovering more about our areas of strength and opportunities for growth as we prepare for our *Mid-Cycle Self-Evaluation Report*.

5. Appendices

Appendix I.

Connections Among Mission, Core Themes, Goals and High-Impact Practices				
Essential Learning Dimensions	Apt Expression	Critical Analysis and Creativity	Rich Knowledge of Self and Others	Engaged Citizenship
Mission Elements	<p>Apt expression</p> <p>The full, open, and civil discussion of ideas</p> <p>Thoughtful moral discourse</p>	<p>Critical analysis</p> <p>Aesthetic appreciation</p> <p>Sound judgment</p> <p>Intellectual curiosity</p> <p>Active inquiry</p> <p>Integration of learning</p>	<p>Sound judgment</p> <p>Reasoned independence</p> <p>Rich knowledge of self and others</p> <p>Appreciation of commonality and difference</p> <p>Liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives</p>	<p>Apt expression</p> <p>Meet the highest tests of democratic citizenship</p> <p>Liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives</p>
Core Themes	Intellectual Growth	Intellectual Growth	Personal Growth, Self in Community	Application of Learning
Educational (EG) and Student Affairs (SA) Goals	EG b) communicate clearly and effectively	<p>EG a) think critically and creatively</p> <p>EG c) develop and apply knowledge both independently and collaboratively</p> <p>EG d) familiarity with diverse fields of knowledge and the ability to draw connections among them</p> <p>EG e) solid grounding in the field of the student's choosing</p>	<p>EG f) understanding of self, others, and influence in the world</p> <p>SA) knowledge of self and others</p> <p>SA) integrity</p> <p>SA) wellness</p> <p>SA) community engagement</p>	<p>EG c) develop and apply knowledge, both independently and collaboratively</p> <p>EG g) informed and thoughtful sense of justice and a commitment to ethical action</p>

<p>High-Impact Practices</p>	<p>First-Year seminars and experiences</p> <p>Writing-intensive courses</p> <p>Collaborative assignments and projects</p> <p>Capstone courses and projects</p>	<p>First-Year seminars and experiences</p> <p>Common intellectual experiences</p> <p>Learning communities</p> <p>Capstone courses and projects</p>	<p>Learning communities</p> <p>Collaborative assignments and projects</p> <p>Common intellectual experiences</p>	<p>Diversity/Global learning</p> <p>Service- and community-based learning</p> <p>Internships</p> <p>Undergraduate research</p>
------------------------------	--	--	--	--

Appendix II.

	Survey/Source	Target/Threshold
Apt Expression-Written	Puget Sound Writing Study Mean paired difference between first-year and senior portfolio scores	Demonstrated improvement via faculty-designed writing rubric
	Spring Survey: Communicate clearly and effectively in writing Value along 0–100 scale	Statistically significant improvement first to senior year
	HEDS Item 6f: Effective writing Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	NSSE Item 17a: Writing clearly and effectively Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
Apt Expression-Oral	Spring Survey: Communicate clearly and effectively orally Value along 0–100 scale	Statistically significant improvement first to senior year
	HEDS Item 6g: Effective speaking Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	NSSE Item 17b: Speaking clearly and effectively Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
Critical Analysis and Creativity	Spring Survey: Think critically Value along 0–100 scale	Statistically significant improvement first to senior year
	Spring Survey: Think creatively Value along 0–100 scale	Statistically significant improvement first to senior year
	HEDS Item 6b: Critical thinking Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	NSSE Item 17c: Thinking critically and analytically Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	HEDS Item 6c: Creative thinking Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers

Rich Knowledge of Self and Others	Spring Survey: Understanding of self, others, and influence in the world Value along 0–100 scale	Statistically significant improvement first to senior year
	HEDS Item 6k: Intercultural knowledge and competence Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	NSSE Item 17h: Understanding people of other backgrounds Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
Engaged Citizenship	HEDS Item 6j: Civic engagement Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	HEDS Item 10c: Social and civic involvement Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers
	NSSE Item 17f: Working effectively with others Proportion responding “Quite a Bit” or “Very Much”	Statistically on par or above peers

Appendix III. Mission, Core Themes, Objectives and Indicators

<p>Mission</p>	<p>The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.</p>	<p>The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.</p>	<p>The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.</p>	<p>The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.</p>
<p>Core Themes</p>	<p>Core Theme 1: Intellectual Growth</p>	<p>Core Theme 2: Personal Growth</p>	<p>Core Theme 3: Self in Community</p>	<p>Core Theme 4: Application of Learning</p>
<p>Objectives: EG=Educational Goal SG=Student Affairs Goals</p>	<p>EG a) think critically and creatively</p> <p>EG b) communicate clearly and effectively</p> <p>EG c) develop and apply knowledge both independently and collaboratively</p> <p>EG d) develop familiarity with diverse fields of knowledge and the ability to draw connections among them</p>	<p>SG Knowledge of Self and Others: practice introspection to better understand self</p> <p>SG Wellness: manage healthy boundaries</p> <p>SG Wellness: demonstrate self-reliance</p> <p>SG Integrity: align behaviors with values</p>	<p>EG f) develop an understanding of self, others, and influence in the world</p> <p>EG g) develop an informed and thoughtful sense of justice and a commitment to ethical action</p> <p>SG Community Engagement: identify with a community</p>	<p>EG e) develop a solid grounding in the field of the student's choosing</p> <p>EG c) develop and apply knowledge both independently and collaboratively</p>

	EG e) develop a solid grounding in the field of the student's choosing	EG f) develop an understanding of self, others, and influence in the world		
<p>Indicators</p> <p>HEDS: peer comparisons (indirect)</p> <p>NSSE: peer comparisons and longitudinal (indirect)</p> <p>EBI: peer comparisons (indirect)</p> <p>RPS: peer comparisons and longitudinal (direct)</p> <p>Senior Survey: longitudinal (indirect)</p> <p>Alumni survey: indirect</p> <p>Puget Sound Writing Study: longitudinal (direct)</p>	<p>EG a) Think critically</p> <ul style="list-style-type: none"> HEDS Senior Survey 6b: developed critical thinking (Likert capacity scale) NSSE 17c: thinking critically and analytically (Likert capacity scale) Research Practices Survey (direct measure) Senior Survey (continuous improvement scale) Alumni survey (Likert agreement scale) <p>EG a) Think creatively</p> <ul style="list-style-type: none"> HEDS Senior Survey 6c: developed creative thinking (Likert capacity scale) Senior Survey (continuous improvement scale) Alumni survey (Likert agreement scale) <p>EG b) Communicate clearly and effectively in writing</p> <ul style="list-style-type: none"> HEDS Senior Survey 6f: developed effective writing (Likert capacity scale) Puget Sound Writing Survey Senior Survey (continuous improvement scale) Alumni survey (Likert agreement scale) <p>EG b) Communicate clearly and effectively orally</p> <ul style="list-style-type: none"> HEDS Senior Survey 6g: developed effective speaking (Likert capacity scale) 	<p>SG Knowledge of Self and Others: introspection</p> <ul style="list-style-type: none"> Sounding Board ePortfolio (direct) <p>SG Wellness: manage healthy boundaries</p> <ul style="list-style-type: none"> EBI Q097: manage your time (Likert agreement scale) EBI Q091: resolving conflicts (capacity Likert scale) Senior Survey (parallel to EBI questions) <p>SG Wellness: demonstrate self-reliance</p> <ul style="list-style-type: none"> EBI Q098: solving your own problems (Likert agreement scale) EBI Q091: resolving conflicts (capacity Likert scale) Senior Survey (parallel to EBI questions) <p>SG Integrity: align behaviors with values</p> <ul style="list-style-type: none"> HEDS Senior Survey 2a: nonclassroom interactions (Likert agreement scale) NSSE 17g: personal code of values/ethics (Likert capacity scale) Academic honesty and conduct infractions show a decrease from first to senior year (direct) Sounding Board ePortfolio (direct) 	<p>EG f) Understanding of self, others, and influence in the world</p> <ul style="list-style-type: none"> HEDS 6k: intercultural knowledge and competence (Likert capacity scale) NSSE 17h: understanding people of other backgrounds (Likert capacity scale) EBI Q090: living cooperatively (capacity Likert scale) Senior Survey (parallel to EBI) <p>EG g) Informed and thoughtful sense of justice and a commitment to ethical action</p> <ul style="list-style-type: none"> HEDS 6l: ethical reasoning (Likert capacity scale) NSSE 17g: developing or clarifying a personal code of values and ethics (Likert capacity scale) Senior Survey (continuous improvement scale) Alumni survey (Likert agreement scale) Campus climate survey (Likert likelihood scale) <p>SG Community Engagement: identify with a community</p> <ul style="list-style-type: none"> NSSE 17f: working effectively with others (Likert capacity scale) NSSE 17h: understanding people of other backgrounds (Likert capacity scale) EBI Q095: benefit from the interactions with residents 	<p>EG e) Solid grounding in the field of the student's choosing</p> <ul style="list-style-type: none"> NSSE 17e: job- or work-related skills (Likert capacity scale) Passage rates for graduate school certification exams (direct) Placement rates for graduate students (direct) Acceptance rates into graduate programs (direct) Destination survey: undergraduates who are employed or continuing education six months post-graduation (direct) <p>EG c) Develop and apply knowledge both independently and collaboratively</p> <ul style="list-style-type: none"> NSSE 17i: solving complex real-world problems (Likert capacity scale) HEDS 6m: integrative thinking (Likert capacity scale) Senior Survey (continuous improvement scale) Alumni survey (Likert agreement scale) Sounding Board ePortfolio (direct)

	<ul style="list-style-type: none"> • Senior Survey (continuous improvement scale) • Alumni survey (Likert agreement scale) <p>EG c) Develop and apply knowledge both independently and collaboratively</p> <ul style="list-style-type: none"> • NSSE 17f: working effectively with others (Likert capacity scale) • HEDS 6h: teamwork (Likert capacity scale) • Senior Survey (continuous improvement scale) • Alumni survey (Likert agreement scale) <p>EG d) Familiarity with diverse fields of knowledge and the ability to draw connections among them</p> <ul style="list-style-type: none"> • HEDS Senior Survey 4h: connected what I learned in multiple courses (Likert frequency scale) • NSSE 2: reflective and integrative learning composite (frequency scale) • Senior Survey (continuous improvement scale) • Alumni survey (Likert agreement scale) <p>EG e) Solid grounding in the field of the student's choosing</p> <ul style="list-style-type: none"> • Department/Program assessment report • Senior Survey (continuous improvement scale) • Alumni survey (Likert agreement scale) 	<p>EG f) Understanding of self, others, and influence in the world</p> <ul style="list-style-type: none"> • Sounding Board ePortfolio (direct) • EBI Q095: benefit from the interactions with residents who are different from you (capacity Likert scale) • Senior Survey (parallel to EBI questions) 	<p>who are different from you (capacity Likert scale)</p> <ul style="list-style-type: none"> • Senior Survey (parallel to EBI) • Sounding Board ePortfolio (direct) 	
--	---	---	---	--

Appendix IV.

NSSE Question 2 Reflective and Integrative Learning Factor:

During the current school year, about how often have you done the following? (Likert five point-frequency scale)

- a. Combined ideas from different courses when completing assignments
- b. Connected your learning to societal problems or issues
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- e. Tried to better understand someone else's views by imagining how an issue looks from their perspective
- f. Learned something that changed the way you understand an issue or concept
- g. Connected ideas from your courses to your prior experiences and knowledge