Mid-Cycle Self-Evaluation Report for the Northwest Commission on Colleges and Universities

Feb. 15, 2021
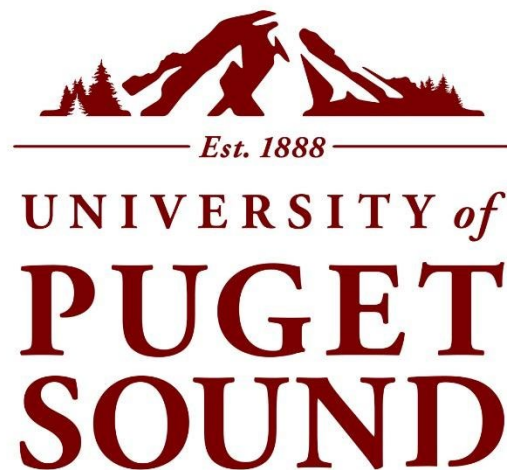
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1. Institutional Overview

Established in 1888, University of Puget Sound is an independent, predominantly residential, undergraduate national liberal arts college with five graduate programs, located in Tacoma, Washington. Alumni include Rhodes and Fulbright scholars; notables in science, technology, 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 for a student population that historically has numbered 2,600[1]. The heavily full-time (82%) faculty of approximately 270 (FT and PT headcount as reported to IPEDS for fall 2020) 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[1] 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 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 & 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 complex 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

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[1] The COVID-19 pandemic has impacted enrollment and the residential experience temporarily; see Section 3.2 for more detail.

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.

In 2018 the board of trustees approved our new 10-year 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:

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.

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.

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.

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.

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, trustees, and community partners 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.

The goals set forth in the *Leadership for a Changing World* plan have become even more urgent as we view them through the lens of current world events, including the COVID-19 pandemic and continuing racial, social, and economic injustice. We have flexed and pivoted to maintain our commitment to our mission and strategic goals even as we face the challenges presented by our current times. Although this report is written with those realities in mind, it is our ever-relevant mission and strategic goals that are the drivers of the work we do with students on a daily basis toward their success. (See Section 3.3 for more detail regarding the impact of COVID-19.)

2. Basic Institutional Data Form

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: University of Puget Sound

Mailing Address: 1500 N Warner Street
Address 2:
City: Tacoma
State/Province: WA
Zip/Postal Code: 98416
Main Phone Number: 253.879.3201
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Isiaah
Last Name: Crawford
Position (President, etc.): President
Phone: 253.879.3201
Fax:
Email: president@pugetsound.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Ellen
Last Name: Peters
Position (President, etc.): Assoc. Provost, IR, Planning, and Student Success
Phone: 253.879.3104
Fax:
Email: epeters@pugetsound.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Sherry
Last Name: Mondou
Position (President, etc.): Executive Vice President and Chief Financial Officer
Phone: 253.879.3204
Fax:
Email: smondou@pugetsound.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

☐ Comprehensive   ☐ Religious-Based

☐ Specialized   ☐ Native/Tribal

☐ Health-Centered   ☐ Other (specify): _____

Degree Levels *(Choose all that apply)*

☐ Associate   ☒ Doctorate

☒ Baccalaureate   ☐ If part of a multi-institution system,
                                                      name of system: _____

☒ Master

Calendar Plan *(Choose one that applies)*

☒ Semester   ☐ Trimester

☐ Quarter   ☐ Other (specify): _____

☐ 4-1-4

Institutional Control

☐ City   ☐ County   ☐ State   ☐ Federal   ☐ Tribal

◯ Public   OR   ☒ Private/Independent

☒ Non-Profit   OR   ◯ For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2020 (most recent year) FTE Student Enrollments

Classification	Current Year: 2020-2021	One Year Prior: 2019-2020	Two Years Prior: 2018-2019
Undergraduate	1855.93	2281.61	2353.89
Graduate	255.39	278.66	263.78
Professional	N/A	N/A	N/A
Unclassified	1.17	2.92	1.54
Total all levels	2112.48	2563.19	2619.21

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2020 (most recent year) Student Headcount Enrollments

Classification	Current Year: 2020-2021	One Year Prior: 2019-2020	Two Years Prior: 2018-2019
Undergraduate	1896	2298	2363
Graduate	311	304	299
Professional	N/A	N/A	N/A
Unclassified	3	6	4
Total all levels	2210	2608	2666

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number:227 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	122	0	0	0	0	5	0	117
Associate Professor	38	0	0	0	0	3	0	35
Assistant Professor	49	0	0	0	0	0	0	49
Instructor	17	0	0	0	1	11	0	5
Lecturer and Teaching Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Research Staff and Research Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Undesignated Rank	1	47	4	0	6	23	1	14

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	112103	17
Associate Professor	87711	8
Assistant Professor	74091	4
Instructor	79645	15
Lecturer and Teaching Assistant	N/A	N/A
Research Staff and Research Assistant	N/A	N/A
Undesignated Rank	40000	1

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

UNIVERSITY OF PUGET SOUND
Statement of Cash Flows
(Dollars in Thousands)

	2018	2019	2020
Cash flows from operating activities:			
Change in net assets	32,117	13,076	(4,439)
Adjust to reconcile change in net assets to net cash provided by operating activities:			
Depreciation and amortization	10,790	10,918	10,805
Contributions restricted for long-term investment	(4,381)	(4,483)	(11,063)
Gifts of investments, property, and outside trusts	(28)	(106)	(26)
(Gains) losses on endowment investments and split-interest agreements	(31,478)	(19,163)	333
Actuarial adjustments of liabilities under split-interest agreements	168	146	447
Loss on debt extinguishment	-	-	-
Loss on disposal of assets	226	82	94
Amortization of tax-exempt bond premium, discount, and issuance costs	(145)	(141)	29
Accretion, settlement, and adjustments to asset retirement obligations	64	28	299
Unrealized loss (gain) on interest rate swap agreements	(2,552)	1,506	3,371
Changes in:			
Receivables, net	239	(3)	(1,065)
Contributions receivable, net	(801)	250	(199)
Gain on insurance recovery	-	-	-
Inventories, prepaid expenses, and other assets	47	(234)	245
Accounts payable	72	(379)	66
Accrued payroll and other liabilities	579	1,174	2,526
Advance deposits from students	(106)	(429)	3,085
Net cash provided by operating activities	4,811	2,242	4,508
Cash flows from investing activities:			
Proceeds from sales and maturities of investments	61,754	75,533	80,455
Purchases of investments	(54,643)	(67,137)	(78,415)
Net (purchases) sales of short-term investments	3,160	(3,200)	5,047
Receipt (purchases) of assets restricted for investment in campus facilities	(589)	891	2,613
Purchases of campus facilities and intangibles	(8,733)	(10,394)	(12,726)
Insurance recovery on campus facilities	-	-	-
Disbursements of loans to students	(2,315)	-	-
Repayments of Perkins loans from students	1,958	1,772	1,723
Net cash provided (used) for investing activities	592	(2,535)	(1,303)
Cash flows from financing activities:			
Contributions restricted for long-term investment	4,381	4,483	11,063
Investment income subject to split-interest agreements	216	143	(23)
New liabilities under split-interest agreements	44	-	55
Payments to split-interest agreement beneficiaries	(378)	(364)	(291)
Proceeds from long-term debt	-	-	24,280
Bonds Cost of issuance	-	-	(243)
Repayments of long-term debt	(1,165)	(1,622)	(25,970)
Changes in government advances for student loans	(52)	238	(1,643)
Net cash provided by financing activities	3,046	2,878	7,228
Net increase (decrease) in cash and cash equivalents	8,449	2,585	10,433
Cash and cash equivalents at beginning of the year	19,114	27,563	30,148
Cash and cash equivalents at end of the year	$ 27,563	$ 30,148	$ 40,581
Supplemental cash flow information:			
Interest paid (net of capitalized interest)	$ 3,698	$ 3,510	$ 3,327
Noncash investing and financing activities:			
Purchases of equipment and building construction on account	$ 1,201	$ 910	$ 484
Student loan cancellations	$ 227	$ 175	$ 185

UNIVERSITY OF PUGET SOUND
Balance Sheet
(Dollars in Thousands)

	2018	2019	2020
ASSETS:			
Cash and cash equivalents	27,563	30,148	40,581
Short-term investments	28,892	32,103	27,081
Receivables, net	1,882	1,883	2,948
Contributions receivable, net	3,421	3,173	3,372
Inventories	535	456	433
Prepaid expenses and other assets	4,194	4,507	4,285
Student loans receivable, net	12,950	11,002	9,094
Beneficial interest in outside trusts	1,199	957	611
Assets held under split-interest agreements	5,711	5,037	4,559
Endowment investments	369,038	380,507	378,614
Intangibles, net	9,086	9,123	9,297
Assets restricted for investment in campus facilities	3,504	2,613	-
Campus facilities, net	200,380	199,541	200,769
Total assets	668,355	681,050	681,644
LIABILITIES AND NET ASSETS:			
Liabilities:			
Accounts payable	2,793	2,122	1,762
Accrued payroll and other liabilities	16,733	17,908	20,434
Advance deposits from students	2,222	1,792	4,878
Liabilities under split-interest agreements	2,937	2,649	2,492
Government advances for student loans	11,393	11,456	9,628
Asset retirement obligation	1,679	1,707	2,006
Interest rate swap agreements	7,515	9,021	12,392
Long-term debt, net	72,315	70,551	68,647
Total liabilities	117,587	117,206	122,239
Net Assets:			
Unrestricted:			
Available for operations	3,037	3,034	6,033
Invested in or designated for campus facilities	131,820	135,123	137,740
Endowment	123,207	127,148	123,577
Designated for other specific purposes	29,386	27,274	22,935
Total net assets with out donor restrictions	287,450	292,579	290,285
Total net assets with donor restrictions	263,318	271,265	269,120
Total net assets	550,768	563,844	559,405
Total liabilities and net assets	668,355	681,050	681,644

UNIVERSITY OF PUGET SOUND
Operating and Capital Budget Report
(Dollars in Thousands)

	2018 Budget	2018 Actual	2019 Budget	2019 Actual	2020 Budget	2020 Actual
Revenues						
Tuition and Fees	$ 126,688	$ 122,723	$ 126,070	$ 125,189	$ 131,915	$ 127,829
Less Financial Aid	(40,798)	(40,476)	(43,215)	(44,242)	(48,057)	(49,448)
Net Tuition and Fees	85,890	82,247	82,855	80,947	83,858	78,381
Investment, Gift and Grant Income	9,697	10,573	10,283	11,172	10,864	11,106
Housing and Dining Revenues	23,978	24,361	24,328	24,200	24,300	19,333
Other Auxiliary Revenue	1,799	1,635	1,694	1,547	1,517	1,399
Other Revenue	2,118	2,222	2,090	2,095	2,391	2,165
Total Revenues	$ 123,482	$ 121,038	$ 121,250	$ 119,961	$ 122,930	$ 112,384
Expenses						
Compensation	$ 73,135	$ 70,665	$ 71,671	$ 68,220	$ 73,056	$ 69,024
Operating Expenses						
Academic and Student Services	13,013	12,003	12,439	12,483	12,799	10,451
Recruiting and Fundraising	3,322	3,182	3,548	3,434	3,755	2,650
Buildings and Equipment	8,738	7,942	8,416	8,467	8,459	7,279
Auxiliary Services	22,267	21,574	22,411	21,576	21,973	18,378
All Other Expenses	3,007	3,094	2,765	3,446	2,888	2,602
Total Operating Expenses	50,347	47,795	49,579	49,406	49,874	41,360
Transfers to Designated Funds	-	2,578	-	2,335	-	2,000
Total Expenses and Transfers	$ 123,482	$ 121,038	$ 121,250	$ 119,961	$ 122,930	$ 112,384

UNIVERSITY OF PUGET SOUND

Non-Tuition Revenues

(Dollars in Thousands)

	2018	2019	2020
Non-Tuition Operating Revenues and Gains:			
Student room and board	$ 21,172	$ 21,289	$ 17,081
Other auxiliary enterprises	4,164	3,798	3,329
Governmental grants and contracts	2,270	2,206	3,057
Contributions	5,893	3,979	5,608
Endowment income and gains distributed	14,541	14,962	15,472
Interest income	1,160	2,041	1,782
Other sources	1,368	1,722	804
Total operating revenues and gains	50,568	49,997	47,133

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites <u>within the United States</u> where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number* *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number* *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Washington Corrections Center for Women	9601 Bujacich Road	Gig Harbor, WA 98332	B.A.	17	14	1

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

*_This listing does not substitute for a formal substantive change submission to NWCCU_*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
ALL for COVID	1500 N Warner St., Tacoma, WA 98416	All	All	2210	Yes	

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites <u>outside the United States</u> where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number* *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number* *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Pacific Rim Program	Various in Pacific Rim	Various in Pacific Rim	Coursework/no degree offered	8	25	1

3. Preface

3.1 Update on Institutional Changes

The university has made the following changes since our last report, the One-Year Mission and Core Themes Report, which we submitted in February 2019.

- Executive: Provost Kristine Bartanen, Ph.D. moved back into the faculty in fall 2019 and has since retired from the university; Laura Behling, B.A., M.A., M.S., Ph.D. was named provost effective July, 2019. Vice President for Enrollment Laura Martin-Fedich departed in summer 2019, and after interim leadership from Associate Vice President of Admission Shannon Carr, we welcomed Matthew Boyce, B.A., M.Ed., Ph.D. in June 2020.
- Academic Program: In fall 2020, we began offering a B.A. in liberal studies at the Washington Corrections Center for Women through the Freedom Education Project Puget Sound (FEPPS). We expanded our occupational therapy program, offering a new occupational therapy doctorate, and developed a new master's program in public health, which will welcome its inaugural class in fall 2021. A new interdisciplinary major in gender and queer studies was approved by the faculty in 2019. Several tracks and minors have been added to provide a less Eurocentric perspective, such as ethnomusicology and francophone studies.

As noted in Chapter 1, under the leadership of President Isiaah Crawford, we have begun the process of implementing our 10-year strategic plan, *Leadership for a Changing World*, which is built on our unchanged mission and values and renewed vision:

3.2 Mission, Vision, Values

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.

3.3 Impact of COVID-19

In March 2020, the COVID-19 pandemic necessitated shifting as many Puget Sound operations as possible to remote status in order to keep members of our community as safe and healthy as possible. This meant moving all courses to remote instruction and minimizing the number of students living in university housing. One hundred and twenty-five students remained on campus due to housing insecurity or other concerns. While we had hoped to come back to campus more fully in fall 2020, it became clear in July that continuing remote operations was the ethical choice; we prioritized the health and safety of our community, knowing that this would mean a decline in enrollment and, thus, revenue. Indeed, between late July and the 10th day of classes, we lost 67 new students (FTIC and transfer) and 86 continuing students. Most intend to rejoin in fall 2021, depending on the status of the pandemic and the degree to which Puget Sound is able to resume "normal" operations.

For spring 2021, we are offering a hybrid approach of both in-person and remote courses, with just fewer than 900 students living on campus and supported by robust safety and testing protocols in alignment with public health guidance.

Financially, the institution has been impacted by reduced enrollment and revenues, and has made appropriate staffing and expense reductions to minimize the short-term impact of the pandemic while prioritizing student success and the university's long-term success. The university is addressing an estimated $10 million net operating shortfall in fiscal year 2020–21 through a board-approved draw on available operating reserves and unrestricted quasi-endowment.

In concert with Goal 5 of our *Leadership for a Changing World* strategic plan, we promptly responded to the social and technological change necessary. While the academic program was impacted by the pandemic, the faculty is committed to delivering on the outcomes specified on syllabi. The means and pedagogical approaches to do so have had to be altered; the measures and methods have not. Faculty members have employed Zoom and Google Meet, JamBoards, creative use of household products and tools, mailing materials for fine arts projects and science experiments to students, and other creative approaches. For example, the School of Music leveraged Soundtrap, a collaborative online music mixing software to enable a cappella group singing. Many faculty members have used JamBoard and smart boards for interactive teaching and demonstrations. While the pandemic has allowed us to explore new pedagogical tools, it has also underscored the value of in-person teaching, not only for hands-on work, but also for discussion-based coursework. The online modes have been deeply informed by still valuing "in-person" online connection where possible, such as maintaining small class sizes and offering greater flexibility in office hours. Our experience has confirmed that the personal approach of a residential liberal arts institution like Puget Sound benefits greatly from the face-to-face interaction that allows faculty and staff members to more completely understand students' state of mind.

COVID-19 has certainly strained us in the short term. Nonetheless, we are fortunate to have strong financial management, a guiding strategic plan, and a faculty and staff devoted to delivering on the mission of Puget Sound toward student success.

4. Mission Fulfillment

University of Puget Sound's mission provides a foundation for our 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 project[2], 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.

4.1 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 of 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:

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[2] 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.

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;
   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 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 educational goals, student affairs goals, and high-impact practices (see Appendix I: Connections Among Mission, Goals, and High-Impact Practices).

4.2 Mission Fulfillment Framework and Measures

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 the 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 incorporates the three questions that broadly encompass the NWCCU standards: 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 to Graduation

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% of planning goal of 585)
- One-year retention rate (threshold: no less than 95% of planning goal of 85%)
- Four-year graduation rate (threshold: no less than 95% of planning goal of 70%)
- Five-year graduation rate (threshold: no less than 95% of planning goal of 75%)
- HEDS[3] 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 the students' 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.

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[3] Higher Education Data Sharing Consortium Senior Survey. HEDS Consortium membership comprises mostly other national liberal arts colleges.

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: Survey/Source and Target/Threshold). 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 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.

5. Student Achievement

The NWCCU standard on student achievement (Standard 1.D) specifies that we "establish[es] and share[s] widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success." Our mission fulfillment model described in the previous section incorporates much of this standard, particularly Component 1 ("Student Enrollment and Persistence"). We inspect our measures of student achievement by a variety of characteristics in order to identify any equity gaps, with the following measures:

- Retention Rates: a necessary condition for student achievement.

- Graduation Rates: a necessary condition for student achievement.

- Grade Point Average: to identify any equity gaps in academic achievement.

- High-Impact Practices, especially experiential learning: to ensure that all students have equal access to out-of-class opportunities to learn.

- Continuing Education: graduate school enrollment as a measure of achievement and success resulting from Puget Sound.

- Employment: employment as a measure of achievement and success resulting from Puget Sound.

- Salary: comparative salaries as a measure of achievement and success resulting from Puget Sound—though we note that students may achieve great success through lower-paying careers, such as in the field of education.

- Cohort Default Rate: ensuring that students who accessed loans to finance their education are able to repay those loans as a result of their Puget Sound degree.

We disaggregate, to the degree we are able, by the following characteristics:

- Racial/Ethnic Identity: to identify any disparity by racial/ethnic identity for each measure.

- Gender Identity: to identify any disparity by gender identity for each measure.

- First-Generation Status: to identify areas where first-generation students need additional support.

- Pell Status: to identify any inequity for students who are recipients of a Pell grant.

- Financial Need: to identify areas where the most financially needy students need support in order to succeed at Puget Sound.

We are able to collect much of this data for our own students, though postgraduate outcomes are difficult to obtain, as data from alumni are incomplete. We are also challenged in some instances to gather data for peer institutions. We have been in communication with both NWCCU and directly with our peers in an effort to gather data that is currently not available publicly.

Our peer institutions for the purposes of compliance with NWCCU are Lewis & Clark College, Reed College, Whitman College, and Willamette University. We recognize that NWCCU has requested a five-institution peer group from the region. These four institutions are most similar to Puget Sound; they are of similar size, mission, budget, and programming, and are the only other four independent Phi Beta Kappa institutions in the region. We have detailed the current status of our disaggregated student achievement measures in Appendix III: Student Achievement Measures.

In addition to the measures specified in Appendix III, we are working to gather measures of student achievement connected to cocurricular participation to include leadership, athletics, and Greek life. While these are not direct measures of achievement, they do denote a sense of belonging, which is linked to persistence as a necessary condition of student achievement.

We are pleased that we consistently fall above peer institutions in student employment and salary post-graduation. We also do not see equity gaps in the GPAs of graduating students, or in engagement in high-impact practices, for the most part. We also find ourselves to be generally in line with our peer institutions. We do, however, see areas for growth, specifically:

- Gender: Our female-identifying students have stronger achievement measures than do our male-identifying students. This is long-standing and is not unique to Puget Sound[4]. Nonetheless, we continue to work on narrowing this gap.

- Graduation Rates: Our underrepresented minoritized, first-generation, Pell recipient, and financially needy students graduate at lower rates. Again, though this issue is not unique to Puget Sound[5], we continue to develop programming and support to close this equity gap.

- Experiential Learning: We are not surprised to find our students reporting slightly lower participation in experiential learning compared to peers; programming to align that work across the institution is only three years old. We do not see equity gaps in this area, and intend to maintain that as the university develops mechanisms to maximize an experiential opportunity for every student.

- First-Generation students, Pell recipients, and high financial-need students: We note the overall equity gaps for these three populations with regard to persistence. We have identified factors related to finances and belonging for these groups, and are working to understand how we can provide greater support for their success.

The equity gaps we have identified do not exist in isolation. They are related to other identities and activities. We have been working to address our equity gaps in that context.

- Athletes are overrepresented by groups for which we see equity gaps.
  - Our policy of athletic ineligibility for those with a GPA of less than 2.0 in the first *semester* was too strict, and not aligned with our peers. We changed it to a GPA of less than 2.0 in the first *year*.

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[4] Ewert, S., Fewer Diplomas for Men: The Influence of College Experiences on the Gender Gap in College Graduation, *The Journal of Higher Education*, 83:6, 824-850, November 2012

[5] Blom, E., Monarrez, T. Understanding Equity Gaps in College Graduation, Urban Institute, January 2020

- - Injured athletes were leaving at a higher rate; we developed support groups both for injured and for minoritized student-athletes.

- Faculty and staff members play a crucial role in ensuring that students of all demographic categories have the same opportunities for success across campus. Implicit bias can get in the way of that success for our students.

  - In summer 2020, we hired a staff member in human resources who coordinates all staff training so it is a continual presence and not an occasional activity.

  - Over the past year, a faculty committee has been developing a proposal for a new faculty development center to support faculty growth not only in pedagogy but also in cultural competency and community building.

- A thoughtful and integrated experience from application through graduation allows all students, but especially first-generation students, greater support in navigating the structures and processes of college.

  - We are developing a Strategic Enrollment Plan to include student retention through graduation (in process, 2020–21).

  - We have convened a Student Success Task Force, working in concert with the Strategic Enrollment Plan, to propose and implement policies and programs that address inequities in student success (in process 2020–22).

  - Guide Puget Sound (GPS), 0.25-unit course to provide support and resources for the transition to college was successfully piloted in fall 2020 with one third of the incoming class; a proposal to permanently include it in our curriculum will be brought to the faculty in spring or fall of 2021.

  - In 2020, we offered a Summer Academic Webinar Series, optional for all incoming undergraduate students, to introduce them to Puget Sound and expose them to faculty pedagogical approaches.

Students who are working in order to fund their education are sometimes unable to take advantage of academic support between 8 a.m. and 5 p.m.

- - In fall 2019, we began offering after-hours tutoring in locations accessible to students in the evenings and on weekends in the student center, the library, and other locations across campus.

Our faculty and staff members have access to information that shows equity gaps, and we believe this transparency helps us all to see where we need to put our efforts. To that end, we have made greater efforts to share our "Sound Reports." Although they have been available since 2016–17, in 2019, greater effort was made to ensure that members of the campus community were aware of them.

We believe that the improvements we have seen, especially the lack of equity gaps in GPA, are due to the work specified above, and we will continue to enact policy, practices, and programs that will address current equity gaps. We are developing a Strategic Enrollment Plan connected to our *Leadership for a Changing World* strategic plan; we have recently convened a Student

Success Task Force, and are soon to undertake an Academic, Administration, and Auxiliary Comprehensive Program review. All of these initiatives will assist us in strengthening student achievement and closing equity gaps.

6. Programmatic Assessment

Puget Sound engages in assessment of all academic and cocurricular programs. Academic programs are assessed via 1) annual assessment reports submitted to the provost by each department and program and 2) seven-year curricular reviews of each program, overseen by the Curriculum Committee of the faculty. Over the last three years, we have experimented with different ways of approaching the annual assessment reports in order to better connect them to the curricular reviews, with a goal of ultimately using the annual assessment reports to mirror the NWCCU cycle, as a way of informing the curricular review.

Data for assessment is drawn from institutional and department data, institutional surveys, focus groups, exit surveys, and direct assessment of writing. Some programs incorporate data from peer institutions. Assessment does vary by department and program, allowing for ownership of assessment to reside with those who are delivering the content and who are in the best position to act on results. In this report, we will profile the assessment of our core curriculum, as well as our Gender and Queer Studies Program.

Our core curriculum covers a wide range of courses and provides a foundation for our students as they progress at Puget Sound; it serves as our general education program. Although it is flexible, students are expected to demonstrate specific outcomes as a result of their engagement in our core curriculum. Each area of the core curriculum is assessed on a rotating basis by a subgroup of the Curriculum Committee, which is charged with reviewing that aspect of the core.

In addition to our core curriculum, we have selected gender and queer studies because it is a relatively new interdisciplinary program. Interdisciplinary programs have been growing at Puget Sound and across the country as we see the interconnectedness of disciplines. Puget Sound has recently added majors in several interdisciplinary programs. These programs previously served as either emphases or as minors, and assessment of them has led to the creation of majors not only in gender and queer studies but also in African American studies and in environmental policy and decision making. Interdisciplinary programs also cover a broad swath of our academic offerings, allowing us to feature the degree to which we embrace the holistic nature of our liberal arts mission.

Our graduate programs are all professional in nature and are regularly assessed in compliance with their accrediting bodies; these will be included in our Seven-Year Evaluation of Institutional Effectiveness Report.

6.1 Core Curriculum Assessment

The core curriculum described in the Curriculum Statement is based in the educational goals for the university described in Chapter 4.1, and comprises:

- Seminars in Scholarly Inquiry (two courses taken sequentially in the first year to strengthen argument and inquiry)

- Five Approaches to Knowing (five courses taken in any year to expose students to disciplinary approaches)

    a. Artistic

    b. Humanistic

    c. Mathematical

    d. Natural Scientific

    e. Social Scientific

- Connections (one course taken in junior or senior year to provide interdisciplinary experience)

Each of the seven elements of the core curriculum are assessed on a rotating cycle; the core curriculum as a whole is assessed every seven years, as well. That was last completed in 2015 (see Attached Reports: *Summary – 2015 Core Curriculum Assessment*).

Through focus groups and surveys each spring, students shed light on the different ways that they approached the core requirements throughout their educational journeys at Puget Sound. There was an overall sentiment that students had been advised to "get the core out of the way," and some students expressed that in hindsight, they wish they had not moved through the core so quickly. This was reinforced by students who had, in fact, fulfilled the core more slowly over their four years at Puget Sound, allowing for a strategic approach toward exploring a new academic area or fulfilling a major, minor, or upper-division requirement. There is some tension in the two perspectives: Early attention to the core exposes students to different disciplines, but a more drawn-out approach allows for them to draw connections and have greater awareness of the applicability of the knowledge they develop in core courses. Many students stated that their core courses influenced their major and/or minor decision-making, both in leading toward and steering them away from a particular area of study. Students spoke to components of the core that could be reinforced, including opportunities for writing, using multiple approaches and making connections between their learning in different areas. Lastly, students expressed a desire for more global emphasis within the core requirements. (The Knowledge, Identity, and Power requirement can meet this need and was instituted with the class that began in fall 2015. It has been heralded as a positive addition to the graduation requirements.)

On the Spring Survey, seniors reported a high degree of influence for the ways in which the core impacted their educational experiences at Puget Sound. Nearly all responding seniors (98%) reported that the core curriculum courses improved their grasp of the intellectual tools

necessary for the understanding and communication of ideas, and about two-thirds of responding seniors cited the core as having impacted their choice of major, minor, and/or elective courses.

In addition to this data from students, a 2015 faculty survey revealed that faculty members believed the core to need revision with concerns about the number of requirements, a possible lack of alignment as new graduation requirements have been added over time, and the overall intentionality of the core. After several subgroups approached this work, it became clear that a more focused effort would be necessary to address this herculean project. In 2017, the faculty appointed a Curricular Task Force to develop models for undergraduate pathways for the core. This work occurred in 2018–19 and in 2019–20.

The result of that work thus far does not make changes to the core; rather it underscores the value of the core as it relates to the educational goals and the mission of the institution. The ways in which students progress through the core is recommended to change, with particular emphasis on ensuring each student has at least one experiential learning opportunity (see Attached Reports: *Curriculum Task Force Report Fall 2020*).

6.1.a Seminars in Scholarly Inquiry (SSI)

The overall goal for the Seminars in Scholarly Inquiry (SSI) is to "introduce students into an academic community and engage them in the process of scholarly inquiry." These first-year seminars are limited to 17 students in order to provide for robust engagement to lead to the following outcomes:

1) Write and speak effectively and with integrity

2) Develop effective arguments

3) Frame questions

4) Assess and support claims

5) Identify and evaluate sources critically

6) Engage in independent intellectual inquiry

Prior to 2014, we offered a Scholarly and Creative Inquiry Seminar (SCIS) and a Seminar in Writing and Rhetoric (WRS) that were not sequential in nature. Assessment of those courses indicated that students were not achieving the outcomes to the degree we intended, and the opportunity for the two courses to build on one another was absent. The faculty modified the program in 2014 to the Seminars in Scholarly Inquiry above.

The Seminars in Scholarly Inquiry (SSI) comprise two categories of courses, SSI1 and SSI2. The two courses are intentionally sequenced and scaffolded, despite the fact that they are taught by faculty members from across the disciplines. As students move from SSI1 to SSI2, they are expected to become less dependent on their faculty instructors as they prepare for greater academic ownership and independence throughout their remaining three years.

The Curriculum Committee reviewed the revised first-year seminars in 2017–18 and in 2018–19, using data from student and faculty surveys and student focus groups (see Attached Reports: *2018–19 Curriculum Committee Report*).

In spring 2017, seniors were asked to indicate how successfully they were able to achieve the SSI learning objectives and guidelines as described in the Curriculum Statement. Overall, seniors responded that they not only learned how to apply various skills through their SSI1 and/or SSI2 courses but that they were subsequently able to apply those skills in other courses (for the full report on student surveys and focus groups, see Attached Reports: *Summary – 2017 Core Curriculum Assessment*). In addition, the outcomes for this aspect of the core were significantly improved compared to the prior SCIS/WRS structure. (See Attached Reports: *SSI Comparison Report 2013–18.*) The assessment also highlighted some areas for improvement, specifically with regard to oral communication. That finding was corroborated by faculty members in their surveys.

The faculty survey suggested that faculty members are designing and delivering SSI courses that are consistent with the guidelines. The one area of concern, however, was that 15% of faculty members were not requiring students to make or participate in a structured oral presentation (such as a speech, a student panel, or a debate). Twelve percent of students taking SSI1 reported that they were not required to make an oral presentation as part of their SSI1 experience, and 27% of SSI2 students reported that they did not make an oral presentation. (The number for SSI2 may be inflated, as students might not yet have completed the course when they took the survey.)

The faculty has proposed that all SSI courses must require at least one structured oral presentation: a formal speech, participation on a panel or in an organized debate, or some other similar exercise that requires students to prepare and present their arguments orally. To support the faculty in meeting that requirement, the Curriculum Committee has proposed the creation of a list of teaching tasks and techniques faculty members have used in past SSIs, highlighting those that are most commonly used. To the same end (and also to assist new faculty members proposing SSIs for the first time), they recommend the creation of a template of SSI syllabi.

Finally, to support oral communication, in 2019, former Provost and Professor of Communications Kristine Bartanen founded our new Center for Speech and Effective Advocacy, generously funded by the Arthur Vining Davis Foundation. Our continued assessment will help provide feedback on oral communication.

Through our assessment of the articulated outcomes, it is clear that the new structure for Seminars in Scholarly Inquiry has been successful, with additional attention needed in the area of oral communication.

6.1.b. Approaches to Knowing

The five approaches to knowing are assessed similarly, through surveys and focus groups, as well as syllabi review and institutional data and other information that members of the Curriculum Committee gather relevant to that particular approach. Each approach is assessed on a rotating seven-year cycle. The overriding question that the faculty addresses is: "How well is this core area meeting its objectives?" Each approach has both student learning objectives and guidelines for faculty members who teach courses that meet each approach. Connected to the assessment are matters of course variety, enrollment, and staffing. The most recent assessments of each approach were: Humanistic, Artistic, and Social Scientific approaches in 2017; Natural Scientific Approaches in 2015–16; and Mathematical Approaches in 2014. In 2018, we assessed other graduation requirements (Foreign Language, and Upper Division), pausing in 2019 as the faculty considered a revision of the core.

Artistic Approaches

The objective of the Artistic Approaches core is for students to develop a critical, interpretive, and analytical understanding of art through the study of an artistic tradition.

The ad hoc subgroup of the Curriculum Committee assessed the artistic approaches core requirement. Assessment is conducted via inspection of syllabi, review of course offerings, surveys, and focus groups (see Attached Reports: *2016–17 Curriculum Committee Report*). The ad hoc subgroup of the Curriculum Committee assessed the Artistic Approaches core requirement. The subgroup found that most faculty members thought that the courses met the objective of the Artistic Approaches core. They outlined ways that they assessed whether their courses achieved their purpose, and they agreed that students were accomplishing these goals in their courses. However, only 56% of senior students surveyed agreed or strongly agreed that, through their Artistic Approaches core course, they are able to reflect critically about art and the creative process. This may be due to a lack of explicit reference to the objective of the core approach on the syllabi or during class discussion for courses that satisfy the Artistic Approaches core.

Faculty members generally reported a good balance between historical and creative approaches in the Artistic Approaches core, though some indicated that courses with a more creative approach could be offered for students. Students also expressed a desire for more creative or hands-on opportunities in this core area to better achieve the goal of the Artistic Approaches core.

A number of faculty members noted that smaller class sizes are desirable and that more Artistic Approaches core courses should be offered each semester. The desire for more class sections and a wider variety of courses was fairly pronounced in student opinion. Only 59% of 2016 respondents agreed or strongly agreed they were able to take one of their top choices for an Artistic Approaches core course, and this was echoed in the focus groups (see Attached Reports: *Summary – 2016 Core Curriculum Assessment*). The enrollment data indicate that class sizes of 28 are pretty typical, but classes of 35 are not uncommon. These are too large to optimize the student learning objective for the Artistic Approaches core.

One faculty member noted that we need to do a much better job of integrating and valuing the arts throughout our liberal arts requirements. In the faculty conversation, many expressed the need for a simpler and more generous system for taking Artistic Approaches classes to arts events. The complaint is that there is no single place to go to apply for funds, and getting funding is complicated. The opportunity for students to experience arts in person enhances achievement of the Artistic Approaches core objective, and all students should have the same access to such opportunities.

The ad hoc subgroup recommended that:

1) more courses in the Artistic Approaches be offered to include areas that are not currently being offered (such as photography),

2) class sizes for the Artistic Approaches core be reduced, and

3) centralization of funding in order to provide live experience with arts events (museums, performances, etc.).

Humanistic Approaches

The objectives of the Humanistic Approaches core are that students:

1) acquire an understanding of how humans have addressed fundamental questions of existence, identity, and values, and develop an appreciation of these issues of intellectual and cultural experience; and

2) learn to explicate and to evaluate critically products of human reflection and creativity.

The ad hoc subgroup of the Curriculum Committee that reviewed the Humanistic Approaches core area (see Attached Reports: *2016–17 Curriculum Committee Report*) concluded that it serves the university—both students and faculty members—fairly well. At the same time, the review of this core area surfaced diverse views about the Humanistic Approaches core area and about the ways in which it is connected to the Puget Sound core curriculum as a whole. The Curriculum Committee called for holistic review of the core as one way of addressing this concern.

Another concern was class size and the possibility that enrollment limits were too high. Some courses that fulfill the Humanistic Approaches core are reaching or exceeding the enrollment limits, and those limits are high enough to shift the pedagogic approach from discussion to lecture. Of course, the core question here is not pedagogical styles, per se, but whether the larger class size of Humanistic Approaches core classes has a negative impact on student learning. With a majority of students agreeing that they had achieved the stated outcomes, class size does not appear to be impeding students' ability to achieve the outcomes for this area of the core (see Attached Reports: *Summary – 2016 Core Curriculum Assessment*).

Some students in focus groups "believed that the Humanistic Approaches core should include more non-Eurocentric perspectives." This focus group feedback, along with faculty recognition of this concern, has led to both new courses and revised syllabi. The classes that currently count

toward this core area, which include courses addressing a wide range of cultures and historical periods, address this concern. In addition, an ongoing holistic review of the core will attend more explicitly to alignment of the core approaches taking into account the need for a wide range of perspectives. Finally, the advent of the KNOW requirement falls heavily in the humanities, creating more explicit content related to non-Eurocentric and systemically non-dominant points of view. Currently, one-third of courses that fulfill the KNOW requirement offer international content.

The ad hoc subgroup recommended that holistic review of the core vis-à-vis the Humanities Approaches core take into account the following:

1) the considerable breadth of the Humanistic Approaches core area, as conveyed by learning objectives and guidelines, as well as the courses offered in it, in comparison to other core areas;

2) the perception that the learning objectives and guidelines for the Humanistic Approaches core area are vague and perhaps out of date; and

3) the general need to better articulate to students the importance of the core curriculum, the intention of which is to "give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry."

The challenge of integration is one with which the Curricular Task Force—and faculty as a whole—continue to grapple, and is not unique to the Humanistic Approaches core.

Mathematical Approaches

The objectives of the Mathematical Approaches core are that students:

1) develop an appreciation of the power of mathematics;

2) develop formal methods to provide a way of understanding a problem unambiguously, describing its relation to other problems and specifying clearly an approach to its solution; and

3) develop a variety of mathematical skills, an understanding of formal reasoning, and a facility with applications.

The ad hoc subgroup of the Curriculum Committee reviewed faculty and student survey data, as well as focus group responses. The faculty reported that students were meeting the core course learning objectives and that the current courses maintained the appropriate level of rigor (see Attached Reports: *2014–15 Curriculum Committee Report*). Seventy percent of the student survey respondents were satisfied with their Mathematical Approaches requirement. Students were asked if taking the core course enhanced their ability to achieve some of the specific goals of this core: to work with numeric data, to reason logically from numeric data, to understand what can and cannot be inferred from data, to understand formal logic, to analyze a problem, to design a systematic way of addressing a problem, to frame a quantitative problem clearly, and to solve a problem using mathematical reasoning. A majority of students

reported improvement for all goals except understanding formal logic. The language of logic is generally not used in these core courses, making it hard for students to see the connection between these courses and understanding formal logic (see Attached Reports: *Summary – 2014 Core Curriculum Assessment*).

A review of courses found that many students fulfilled the Mathematical Approaches core requirement with statistics (Math 160). This led to a necessarily high number of sections, making it difficult for the mathematics faculty to develop and staff new and innovative courses that could fit this core area.

The ad hoc subgroup of the Curriculum Committee did not make any recommended changes to the Mathematical Approaches core.

Natural Scientific Approaches

The objectives of the Natural Scientific Approaches core are that students:

1) develop an understanding of scientific methods, and

2) acquire knowledge of the fundamental elements of one or more natural sciences.

The ad hoc subgroup of the Curriculum Committee assessed the Natural Scientific Approaches core through inspection of syllabi, surveys, and focus groups (see Attached Reports: *2015–16 Curriculum Committee Report*). The majority of faculty respondents appeared to be generally satisfied with this core area and felt that the core area objectives were met in their courses. They noted that core courses in physics and biology tend to be geared toward nonmajors while core courses in chemistry tend to be populated by students who are majoring in chemistry. Students expressed some concern that this core is a mere introduction for nonscience majors, and that depth of understanding only occurs for upper-level courses, which require a scaffolded approach (see Attached Reports: *Summary – 2016 Core Curriculum Assessment*).

Similarly, faculty members expressed concern for students gaining some basic scientific literacy. One colleague stated that students are not going to leave the university after one course with a deep understanding of science, but hopefully will be better informed and able to take that viewpoint into other career/life paths. The review concluded that Natural Scientific Approaches core courses provide content for students to achieve the objectives of the core, though the faculty as a whole may be interested in pursuing a requirement with greater depth.

The ad hoc subgroup recommended that the Natural Scientific Approaches core be reviewed in the context of a holistic review of the core curriculum.

Social Scientific Approaches

The objectives of the Social Scientific Approaches core are that students:

1) understand relationships that arise among individuals, organizations, or institutions, and

2) understand theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories.

The ad hoc subgroup of the Curriculum Committee that reviewed the Social Scientific Approaches core area engaged in the assessment through analysis of the number and type of courses offered, and student and faculty perceptions through surveys and focus groups (see Attached Reports: *2016–17 Curriculum Committee Report*).

The review noted that syllabi for courses that satisfy the Social Scientific Approaches do not explicitly refer to its learning objectives—or, in many cases, even note on the syllabi that the course met this approach. Nonetheless, these courses all meet the objectives of the Social Scientific Approaches. Faculty members also reported using a variety of teaching and assessment tools that asked students to apply theoretical frameworks to empirical or real-life issues and that required students to think critically and question their assumptions about social phenomena.

A majority of students indicated that the objectives of the Social Scientific Approaches core were met (see Attached Reports: *Summary – 2017 Core Curriculum Assessment*); though both faculty members and students reported that in some courses, students were able to gain more if they had a stronger foundation in social sciences as they entered the course.

The review recommended the following:

1) a revision of the language around guidelines for this core to "examine the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior," and

2) to be more deliberate in the inclusion of learning outcomes that are aligned with the Social Scientific Approaches learning objectives on syllabi.

6.1.c Connections
The objectives of the Connections core are that students:

1) develop their understanding of the interrelationship of fields of knowledge, and

2) explore connections and contrasts between various disciplines with respect to disciplinary methodology and subject matter.

The Connections core is intermingled with another graduation requirement: the Upper-Division requirement for which students must take three 300-level or higher courses outside of their first major. These two requirements, taken together, are intended to provide both breadth and depth; the Connections courses are often used to fulfill the Upper-Division requirement. As such, the Curriculum Committee has not explicitly reviewed the Connections core within the last seven years. The Upper-Division requirement was reviewed by a subgroup of the Curriculum Committee in 2013–14 and in 2018–19.

A student survey in 2012 revealed that students understand and embrace the interdisciplinary approach; they find value in approaching a topic from multiple perspectives and are able to apply this approach to other in- and out-of class experiences (see Attached Reports: *Summary – 2012 Core Curriculum Assessment*). They report using multiple perspectives to analyze subjects

related to coursework and projects and using more than one discipline to propose solutions. A limitation of the Connections core that the Upper-Division requirement seems to address is the lack of depth in each discipline that was represented throughout a given course. Students appreciated dialogue representing multiple perspectives, and they particularly enjoyed calling on their own expertise as part of the conversation. This self-reflection reinforced learning for many students. The Connections core influenced students' ways of thinking in multiple arenas. Many spoke of how their professor and their peers gave them new perspectives on their approach to academic work in their major/minor area(s) of study.

6.1.d. Core Curriculum and the Future

As indicated earlier in this chapter, the faculty has explored a core curriculum revision. Based on the assessments of the core, students are generally achieving the learning objectives, and the learning objectives are appropriate and rigorous. At this time, the flexibility of the core allows students to navigate it in a meaningful way and permits faculty members curricular opportunity to develop new and contemporary courses. Students have scores of courses from which to select in each core area, allowing them to triangulate their academic interests. Thus, a significant revision is not called for, and the current core was reaffirmed by the faculty in spring 2020.

Nonetheless, there are ways in which the five approaches can be more explicitly aligned, and the faculty is considering ways to engage in that holistic work. In addition to consideration of the GPS course, the Summer Academic Webinar Series, and broader access to experiential learning opportunities, faculty members are revising the student evaluation of teaching to include core objectives for applicable courses.

Students knit together a series of core classes for themselves that work holistically. We have discovered, however, that we are not explicit with students about the objectives and value of the core holistically, and we need to strengthen our alignment of the core itself and its relation to other graduation requirements. These changes will allow students to benefit from the core more strongly and understand the value of its integration with the full complement of graduation requirements.

We recognize that our schedule for review of the core has not been consistent and are developing better coordination between the Curriculum Committee and other administrative areas to ensure that all areas of the core are reviewed consistently. We look forward to sharing our progress in our comprehensive review to NWCCU on all areas of the core, including the impact of any revision.

6.2 Gender and Queer Studies Program Assessment

In 2013, the Gender Studies Program, a minor, conducted a self-assessment (see Attached Reports: *2013 Gender Studies Self-Assessment*). The report noted a lack of course offerings and

depth, while stressing that the few available courses were strong. In other words, the outcomes of the program were not achievable due to limited course offerings, regardless of the strength of the courses. The outcomes of the minor were that students:

1) understand the ways in which gender plays a central role in society and culture;
2) understand gender and culture in context using interdisciplinary and cross-disciplinary lenses;
3) engage with a rich array of intellectual traditions, including feminist, queer, race, and post-colonial theories;
4) think and work across academic disciplines;
5) think analytically about the interrelatedness of gender, sex, sexuality, race, class, ethnicity, and religion;
6) write and speak eloquently about issues of gender to peers and to a public;
7) hone analytical and critical skills; and
8) engage in the full, open, and civil discussion of ideas.

Faculty members in the Gender Studies Program conducted exit interviews with and surveys of graduating students. In addition, the faculty conducted self-reflection of the program and, through faculty development funding, convened a gender studies consortium of faculty members at peer institutions. Through this information gathering, the faculty was able to identify areas of growth for the program and ideas for addressing gaps in the program.

In 2013, the gender studies minor consisted of five courses, only two of which were dedicated gender studies courses: a gateway to the major and a capstone course. The remaining three courses were provided by departments whose interdisciplinary course offerings include significant gender studies material. All faculty members who teach gender studies courses reside in another home department (e.g., English, religious studies, African American studies, classics and ancient Mediterranean studies). In 2013, the program graduated 11 minors, and 21 students were enrolled with a declared minor, placing it in the top third in terms of popularity among declared minors at Puget Sound (see *Sound Reports – Enrollment: Minors and Emphases by Race/Ethnicity and Sex* and *Graduates: Earned Minors and Emphases by Race/Ethnicity and Sex*).

Seniors minoring in gender studies praised the program for accomplishing its goals effectively. They gave high marks (see Attached Reports: *Gender Studies Appendix 1 – senior survey 2013 qualitative responses*) to the program's ability to make them think in more nuanced ways about gender: to think about the complex intersections between gender, race, class, inter alia; to work across disciplines; and to improve their writing and speaking skills. Students found the gateway course useful, and particularly appreciated the "rigorous and helpful" standards of the capstone. Students spoke highly of the program's ability to fulfill central aspects of the university's mission statement: the program honed their critical and analytical skills, and "very much" contributed "to the full, open, and civil discussion of ideas." Students praised the faculty

members teaching in gender studies as "the strength of the program" and "some of the best at Puget Sound."

The program was successful and growing to the point where capacity was emerging as an issue. Faculty members and students, alike, questioned the degree to which the program was able to continue delivering on its learning outcomes given the thin course offerings and staffing. Of particular concern was the need for a 300-level course to provide both methodology and theory in gender studies as preparation for the capstone. To begin to address this problem, the university hired a visiting assistant professor in gender and queer studies in fall 2015, alleviating some of the concern around capacity and allowing for a 300-level "special topics" required course (see Attached Reports: *GNDR Self-Assessment 2015*). GQS 360 incorporated theory, methodology, and intersectionality, rounding out the program.

By 2016, the number of students with a declared minor in had grown to 27, and course enrollments had grown from 46 to 118 (see Attached Report: *GQS Data packet*). The program was renamed the Gender and Queer Studies Program (GQS) in 2014 in order to be more inclusive and intersectional.

The program faculty members, in 2015–16, engaged in an exercise to ensure that the program goals were appropriate. They based that work on the revision of the institutional educational goals in 2014–15, aligning them with the institutional mission. Through this work, a distinction was made between process (student ability to do something) and content (student understanding), and the program faculty made a decision to focus on achieving student learning outcomes sequentially. The new goals, effective in fall 2017, for the Gender and Queer Studies Program thus focus on specific tasks:

1) understand, apply, and critique key concepts and theoretical positions in feminist, gender, and queer studies;

2) use and interrogate gender and sexuality as categories of analysis

    a. at various levels, such as individual, interactional, institutional, and global,

    b. and in specific historical, cultural, and disciplinary contexts;

3) reconsider and denaturalize identities and experiences as embedded in and produced by interlocking systems of power and inequalities;

4) integrate feminist, gender, and queer analysis into educational and activist practices

    a. in students' research, writing, and classroom interactions,

    b. and in public scholarship, activism, and everyday life.

The program faculty then used data to determine the best mechanism to ensure that these outcomes could be met by students. In 2016, enrollment in GQS courses was strong, and there was a call among students for a major. In particular, students argued that a major would better enable in-depth study of power and inequity, and would challenge the frames through which other disciplines approach their work. Both of these complement the educational goals and the mission of the university. In fact, a survey of seniors in 2015 showed greater skill in institutional

educational goals for students who minored in GQS compared to those who did not (see Attached Report: *2015 Senior Survey – GQS*).

The 2017 assessment of the program (see Attached Reports: *GQS Assessment 2017*) emphasized that the new 300-level GQS course had been effective in students achieving the outcomes for the program, though capacity was stretched thin in terms of staffing with no dedicated tenure-line faculty members in the program, harming its integrity. In response to student demand, GQS course offerings increased from one to six per year, and 7% of respondents to the 2015 senior survey indicated that they would have majored in GQS had the option been available.

In spring 2019, the program submitted its curricular review to the Curriculum Committee, incorporating the assessments described above. In preparation for this review, the program also surveyed graduates of the program whose qualitative responses demonstrated application of GQS outcomes in their postgraduate life.

An ad hoc subgroup of the Curriculum Committee conducted the Gender and Queer Studies Program curricular review in spring 2019 (see Attached Report: *2018–19 Curriculum Committee Report*) based on the self-evaluation submitted by the program in March 2019 (see Attached Reports: *GQS Review 2019*). The subgroup noted the addition of the 300-level course to address theory and methods, and lauded the program for its scaffolded approach to course syllabi. The ad hoc subgroup concluded the following:

1) The GQS Senior Seminar would better achieve its outcomes with the inclusion of 'ethical action' around the theme of the thesis paper.

2) There is need and demand for a GQS major, and the ad hoc subgroup endorsed the necessary staffing to deliver a major program.

Based on the subgroup's report and support, in fall 2019 the program submitted to the Curriculum Committee a proposal to establish an interdisciplinary major in gender and queer studies (see Attached Reports: *GQS Program Proposal for a Major*). The proposal asserted that creation of a major would allow for a required experiential learning credit which would dovetail with the institutional commitment to experiential learning and provide a stronger opportunity for students to achieve all four program outcomes, especially the integration of feminist, gender, and queer analysis into educational and activist practices.

To pilot the major, students who proposed a special interdisciplinary major (SIM) in gender and queer studies were guided to pursue coursework that connected to the program outcomes, including the use of e-Portfolios as part of the High-Impact Practices[6] to which Puget Sound subscribes. Comparisons to peer programs also gave shape to the proposed GQS major, fortifying the decision to include queer studies and an experiential learning component. Both are on the cutting edge for such programs.

A qualitative review of the outcomes for SIM students revealed that a major also would fill another gap of the current program: a transnational or international component. This course,

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[6] Eynon, B., Gambino, L., Kuh, G., *High Impact ePortfolio Practice: A Catalyst for Student, Faculty and Institutional Learning.* Stylus Publishing, 2017.

as a component to the proposed major, would provide a better opportunity for students to use and interrogate gender and sexuality as categories of analysis at the global level.

In order to achieve the student learning outcomes of the program, the new major proposed a gateway class, a theory class, an experiential learning class, a transnational/international perspectives class, an intersectionality class, and a senior thesis capstone class. Two additional elective courses in GQS also would be required. The proposal scaffolded its requirements carefully in order to introduce students gradually, but thoroughly, to the discipline and its outcomes. The elements of the major provide the following:

- The GQS 201 foundation course provides a survey of feminist, gender, queer, trans, and sexualities studies—all under the GQS umbrella.
- GQS 360 (theory and methods) gives more in-depth theoretical grounding in these fields.
- The experiential learning requirement helps students see the connections between studying and doing.
- The transnational/international requirement ensures that students think outside the U.S. context, engage with different cultural values and assumptions, possibly interrogate the effects of colonialism, and/or think comparatively and more widely and deeply.
- The intersectionality requirement deepens students' awareness of how complex systems work together through interlocking dynamics of privilege and inequality.
- The GQS 494 capstone course integrates significant oral presentations with a written thesis, as well as a strong incentive to participate in a scholarly conference (the Lewis & Clark Undergraduate Gender Studies conference in March every year). It also incorporates more of a focus on activism and activist practices. To that end, in this first year of the major, fall 2020 projects were heavily practice-based.

By the end of fall 2020, the program welcomed its inaugural class of 11 GQS majors to join the 11 who are enrolled as minors. This number of students in the program, 22, represents a dip after several years of growth. In fall 2019, there were 31 declared minors; our dramatically reduced enrollment in fall 2020 due to COVID-19 reduced the number of students in all of our programs.

7. Moving Forward

7.1 Transparency of Student Achievement Measures

As we continue to adjust to the new standards, we are working to provide better public access to our student achievement measures both for our own trends and for peer comparisons. Efforts are being made to develop a dashboard through the use of Tableau; that technological challenge was subsumed by the need for technological staffing and expertise in the face of

COVID-19. While we meet the standard, we aspire to provide a more elegant, user-friendly, interactive presentation.

We also are looking forward to adding some student achievement measures, specifically Peace Corps and AmeriCorps participation of our graduates, along with postgraduate fellowships and scholarships.

7.2 Alignment of Course, Program, and Institutional Outcomes

In 2019, we experimented with asking programs and departments to map their outcomes to the institutional goals. While 24 of our programs/departments were able to do so and included the program requirements that are intended to lead to those outcomes, the remaining half were unclear about how to approach the work. With only one full-time staff member dedicated to assessment, we were unable to reach all programs/departments prior to the onset of the COVID-19 pandemic, and have set aside that work. We look forward to returning to it in the 2021–22 academic year, which should provide strong data for our Year Seven Evaluation of Institutional Effectiveness.

We are concurrently revising our Student Evaluations of Teaching to include how effectively faculty members enable students to achieve course outcomes.

7.3 Equity and Inclusion

Last, but certainly not least, is our work toward equity and inclusion. We are revising both the annual assessment report and the curricular review prompts to more directly address equity and inclusion. This will be supported by the addition of a new Cabinet-level vice president position, expected to be appointed later this spring. The vice president for institutional equity and diversity will help imagine, create, and extend an environment of broad inclusion, fostering a more equitable and just environment for all Puget Sound community members. Since 2006, Puget Sound has had a chief diversity officer to oversee campus work as director of the Office for Diversity and Inclusion. This new role is elevated to a Cabinet-level position to better align our work and attend to our equity gaps in a more focused way. In addition, we are founding members of the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA) initiative, which provides training and research to enhance our efforts. Since 2012, we have engaged in a triennial Campus Climate Survey in which the entire campus community is engaged through feedback sessions and fora that have led to changes on campus including all-gender restrooms, increased hiring of faculty of color, increased enrollment of students of color through partnership with The Posse Foundation and other initiatives, and enhanced training[7].

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[7] Peters, C.E., Benitez, M., Leveraging a Community Participatory Framework To Move Climate Survey Data Into Action at a Small College, *New Directions in Institutional Research*, 2017:173, p 63-74.

8. Addendum

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." There were no recommendations in response to our Year One Mission and Core Themes Report from 2019.

9. Appendices

Appendix I. Connections Among Mission, Goals, and High-Impact Practices

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

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

Appendix II. Survey/Source and Target/Threshold

	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. Student Achievement Measures

RETENTION RATES	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Decline in last three years (86%-->76%)	No current equity gaps	No current equity gaps	Equity gaps closed in last two years	Pell recipients retain at lower rates (6% point gap)	High-need students retain at lower rates (4% point gap)
Peer Comparison	On par with PNW peers	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable
Source	Student Information System/IPEDS	Student Information System	Student Information System	Student Information System	Student Information System/IPEDS	Student Information System
Published	Sound Reports	Sound Reports	Sound Reports	Not yet published	Not yet published	Not published

GRADUATION RATES	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Improving after a slight decline in recent years (76%-->77%)	Minoritized and under-represented students graduate at lower rates; (~6% point gap)	Female students graduate at higher rates (10% point gap)	First-generation students graduate at lower rates (~8% point gap); declining trend	Pell recipients graduate at lower rates (~8% point gap); declining trend	High-need students graduate at lower rates (~5% point gap)
Peer Comparison	On par with PNW Peers	Above PNW peers (~5% points)	On par with PNW peers	Peer comparison unavailable	Below PNW peers (5% point gap)	Peer comparison unavailable
Source	Student Information System/IPEDS	Student Information System/IPEDS	Student Information System/IPEDS	Student Information System	Student Information System	Student Information System
Published	Sound Reports	Sound Reports	Sound Reports	Not yet published	Not yet published	Not published

GRADE POINT AVERAGE	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Steady at 3.3	No equity gaps	Female students earn higher GPAs (.2 gap)	No equity gaps	No equity gaps	No equity gaps

Peer Comparison	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable	Peer comparison unavailable
Source	Student Information System	Student Information System	Student Information System	Student Information System	Student Information System	Student Information System
Published	Not published	Not published	Not published	Not published	Not published	Not published

HIGH IMPACT PRACTICE	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Slight decrease in participation (84%-->81%)	Nonwhite participation is higher (+6%)	No equity gaps	First-generation participation is higher (+10%)	No equity gaps	High-need participation is higher (+7%)
Peer Comparison	Below peers (10% point gap)	Not available	Not available	Not available	Not available	Not available
Source	NSSE	Not available	Not available	Not available	Not available	Not available
Published	Institutional Dashboard	Not available	Not available	Not available	Not available	Not available

CONTINUING EDUCATION	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Steady at 16% within 6 months	Not available	Not available	Not available	Not available	Not available
Peer Comparison	Below national average (3% point gap)	Not available	Not available	Not available	Not available	Not available
Source	NACE	Not available	Not available	Not available	Not available	Not available
Published	Institutional Dashboard	Not available	Not available	Not available	Not available	Not available

EMPLOYMENT	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Steady at 70% within 6 months	Not available	Not available	Not available	Not available	Not available

	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Peer Comparison	Above national average (6% points)	Not available	Not available	Not available	Not available	Not available
Source	NACE	Not available	Not available	Not available	Not available	Not available
Published	Institutional Dashboard	Not available	Not available	Not available	Not available	Not available

SALARY	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Steady at ~$53,000	Not available	Not available	Not available	Not available	Not available
Peer Comparison	Above peer average (~$5,000)	Not available	Not available	Not available	Not available	Not available
Source	College Scorecard	Not available	Not available	Not available	Not available	Not available
Published	Institutional Dashboard	Not available	Not available	Not available	Not available	Not available

COHORT DEFAULT RATE	All	Race/Ethnicity	Gender	First Generation	Pell	Financial Need
Trends/Equity Gaps	Recent increase to 2.6%	Not available	Not available	Not available	Not available	Not available
Peer Comparison	Above peers (.4% points)	Not available	Not available	Not available	Not available	Not available
Source	NSLDS	Not available	Not available	Not available	Not available	Not available
Published	Institutional Dashboard	Not available	Not available	Not available	Not available	Not available