

WESLEYAN
UNIVERSITY



INTERIM REPORT

TO

THE NEW ENGLAND ASSOCIATION
OF SCHOOLS AND COLLEGES

AUGUST 15, 2017

CONTENTS

INTRODUCTION	3
INSTITUTIONAL OVERVIEW	5
RESPONSES TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS	5
1. Response to NEASC Area of Special Emphasis: <i>Financial Resources</i>	5
2. Response to NEASC Area of Special Emphasis: <i>Graduate Programs</i>	6
Identifying the Benefits of Graduate Programs at Wesleyan	6
Promoting the Visibility of Graduate Programs at Wesleyan Internally and Externally	6
3. Response to NEASC Area of Special Emphasis: <i>Advising</i>	8
STANDARD ONE: MISSION	12
STANDARD TWO: PLANNING AND EVALUATION	14
STANDARD THREE: ORGANIZATION AND GOVERNANCE	17
STANDARD FOUR: THE ACADEMIC PROGRAM	20
STANDARD FIVE: STUDENTS	26
STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP	33
STANDARD SEVEN: INSTITUTIONAL RESOURCES	37
Human Resources	42
Information, Physical, and Technological Resources	42
Financial Resources	44
STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS	46
Retention and Graduation Rates and Other Student Experiences	50
Assessment of Student Learning	51
Teaching Evaluations	51
General Education Expectations	52
Four New Competencies	53
E-Portfolios	60
Grading	60
Departmental Assessment	61
What Students Gain	63
Undergraduate Programs	63
Graduate Programs	64
Summary	64
STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE	65
INSTITUTIONAL PLANS	70
Goal 1: Energize Wesleyan’s Distinctive Educational Experience	70
Goal 2: Enhance Recognition of Wesleyan as an Extraordinary Institution	71
Goal 3: Work within a Sustainable Economic Model while Retaining Core Values	71
APPENDIX A — AFFIRMATION OF TITLE IX COMPLIANCE	72
APPENDIX B — MOST RECENT FINANCIAL STATEMENTS	73
APPENDIX C — AUDITOR’S MANAGEMENT LETTER	110
APPENDIX D — E SERIES	111
APPENDIX E — ORGANIZATIONAL CHART	121

INTRODUCTION

Wesleyan University is pleased to submit this five-year interim report to the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) in response to the April 10, 2013, letter from the Commission following the University's 2012 comprehensive Self-Study Report.

The preparation of this interim report was guided by President Michael S. Roth and Provost and Vice President for Academic Affairs Joyce Jacobsen, and carried out by the 2017 interim report team:

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INSTITUTIONAL OVERVIEW

Wesleyan University, founded in 1831, strives to offer its undergraduates a liberal arts education characterized by boldness, rigor, and practical idealism. Faculty, staff, and students contribute to a campus atmosphere in which scholarly and artistic achievement is celebrated, differences are welcomed, and intellectual risk-taking is encouraged. The academic community is marked by a high degree of flexibility, combining a strong commitment to disciplinary study with interest in the nontraditional and cross-disciplinary. Scholars at all stages of development—including graduate students, postdoctoral fellows, and a dynamic cohort of visitors—offer students a distinctive opportunity to engage in purposeful intellectual discourse, directing their interests and talents toward the exploration of new ideas within a close-knit setting. Wesleyan has long sought to guide, but not prescribe, the undergraduate experience in the belief that ownership of one’s own educational journey is the best preparation for the future. Cocurricular activities are part of that journey. Dedicated faculty coaches encourage scholar-athletes to develop their skills and themselves, and to benefit from the lessons learned from perseverance and teamwork. The arts are treated as powerful ways of seeing and knowing the world, and the culture that students make themselves has a vibrancy that energizes the Wesleyan experience for all University stakeholders.

RESPONSES TO AREAS IDENTIFIED FOR SPECIAL EMPHASIS

Following Wesleyan’s 2012 Self-Study Report and reaccreditation visit, the NEASC Commission on Institutions of Higher Education asked that in its fifth-year interim report the University give special emphasis to the areas of concern noted below:

1. Assessing the impact of recent financial decisions on the institution’s mission and financial sustainability, and assuring the appropriate participation of the University’s constituencies in decisions about resulting operational adjustments
2. Identifying and promoting contributions of the institution’s graduate programs, particularly its PhD programs, as part of the University’s mission and strategic vision
3. Establishing an effective advising model to assist undergraduate students in articulating their learning over the four years

1. RESPONSE TO NEASC AREA OF SPECIAL EMPHASIS: FINANCIAL RESOURCES

The third overarching goal of *Wesleyan 2020* is “Work within a sustainable economic model while retaining core values,” and the difficult decision to become need-aware in admissions has put that goal to the test. This was a decision discussed at length with students, faculty, alumni, and trustees, and those discussions educated many on how financial aid expenditures affected operations of the University more generally. Wesleyan has been able to maintain “need-blind” admissions for about 90 percent of the class—more was deemed unaffordable. Still, the University today spends more on financial aid than ever before, and, in *Beyond 2020—Strategies for Wesleyan*, the President has now proposed spending even more. One signal priority is to support more fully the financially neediest of our students. We have kept loan levels low (a maximum of \$19,000 over four years) and recently revised work/study obligations so as to be sure these do not undermine the ability of students to take full advantage of educational opportunities.

College affordability is arguably *the* defining issue in higher education today, and Wesleyan remains expensive. Still, because we have maintained moderate (close to inflation) tuition increases, we have dropped down the list of most expensive schools: in 2017, Wesleyan ranks 25th out of 43 peer institutions; in 2013, we ranked 3rd. We also offer a three-year program that allows families to save about 20 percent of the cost of a Wesleyan education.

Since the last accreditation review, we have continued to address issues of spending, investment, and revenue. We have also made a concerted effort to schedule standing meetings involving staff, faculty, and students so as to create a rhythm of broad participation in decisions and discussion of their ramifications. The President, who maintains open office hours for all, meets monthly with the Wesleyan Student Assembly (WSA) and with the student newspaper, *The Wesleyan Argus*; gives updates and invites questions at faculty meetings; meets with the Faculty Executive Committee in advance of Board meetings; and conducts periodic meetings with faculty on such issues as possible future facilities projects. Sessions with staff are convened to discuss University priorities, from core messaging to facilities. The President speaks to the entire staff twice a year and meets regularly with senior administrative staff (as well as with Cabinet twice a month). Operational ramifications of financial decisions are also reviewed by the Human Resources Advisory Group and discussed at the monthly meetings of the Budget Priorities Committee, which consists of four faculty, four staff, and four students and is chaired by the Vice President for Finance and Administration and Provost and Vice President for Academic Affairs. In 2016, the President invited input from all Wesleyan constituencies with regards to plans for increased expenditures proposed in his *Beyond 2020—Strategies for Wesleyan*, and that document remains open for discussion and adjustment.

(For more on Financial Resources, see Standard Seven.)

2. RESPONSE TO NEASC AREA OF SPECIAL EMPHASIS: GRADUATE PROGRAMS

Wesleyan has taken the NEASC recommendation to work on identifying and promoting the contributions of its graduate programs to heart.

IDENTIFYING THE BENEFITS OF GRADUATE PROGRAMS AT WESLEYAN

First and foremost, Wesleyan's graduate programs provide a high-quality, personalized education for our graduate students. Graduate students, however, are by no means the only ones who benefit. Other benefits of our graduate programs include:

- Improving the laboratory, research, and music experiences and opportunities for undergraduates
- Providing a critical component in recruiting top faculty in disciplines where graduate students are essential for research success
- Supporting particular areas of research that could not be pursued effectively without graduate student support (e.g., high-tech laboratory science research projects that rely on hands-on lab management and up-to-date expertise)
- Providing undergraduate students interested in research with effective mentoring by PhD and master's degree students, thus leveraging the impact of any single faculty member
- Providing an effective recruiting tool for potential undergraduates; students can benefit from the rare combination of the intimate teaching environment of a small liberal arts college with research opportunities normally found only at larger institutions

PROMOTING THE VISIBILITY OF GRADUATE PROGRAMS AT WESLEYAN INTERNALLY AND EXTERNALLY

Wesleyan has improved the internal visibility of graduate programs by raising the profile of the physical space occupied by the Office of Graduate Student Services, and by introducing an interdisciplinary seminar series featuring graduate student speakers. The Office of Graduate Student Services is the collective home for the graduate programs, featuring both a small lounge with coffee and access to administrative support for graduate students. But located in a corner of the Exley Science Center, the office is off the beaten path and had very poor signage. Since the 2012 reaccreditation, Wesleyan has remodeled the ground floor of Exley, adding comfortable chairs and tables and replacing the industrial white paint and hard tile floor with a softer golden color and carpet. As part of this

renovation, the signage for the Office of Graduate Student Services was greatly improved, and the renovation now leads visitors toward that office. As a result, the admissions tours can now highlight the graduate programs more, and current students and faculty are reminded of the graduate program.

In 2012, Wesleyan instituted a speaker series (with an average of two talks a semester) in which graduate students present their work to a wide audience. Attendance over the past two academic years has ranged from 35 to 75 attendees, with an average of 51 attendees. These talks have helped to bring the graduate programs greater on-campus visibility as well as bring the various graduate programs closer together. Both the President and the Provost have attended some of these presentations, the first of which was given by a PhD student in ethnomusicology. Here is an [article](#) about a recent graduate speaker series event.

Wesleyan's primary link to the larger world is through its websites, and it has enhanced the external visibility of the graduate programs on those websites. Wesleyan's Office of Admission website has undergone a complete overhaul, and the new website points to the BA/MA program—in which Wesleyan students can stay for a fifth year with no tuition and earn an MA degree in one of the science departments—as one of Wesleyan's distinctive programs. The Office of Admission web page now also features vignettes about each department, and the ones for the science and music departments highlight the graduate programs. For example, the Department of Biology page says, "Wesleyan University is the only one of its liberal arts peers with full-fledged PhD programs in the sciences." The Department of Earth and Environmental Sciences page says, "Unique among schools of comparative size, Wesleyan has small but active graduate programs leading to MA and PhD degrees, enhancing the education of undergraduates by providing additional mentoring, more research opportunities, and access to state-of-the-art laboratories."

The Office of University Communications has made a commitment to feature more articles about the graduate programs in its publicity. There have been about 50 articles about the graduate programs since reaccreditation on the *News @ Wesleyan* blog. Here are two examples: "[PhD Candidate Obenchain Recipient of Humboldt Research Fellowship](#)" and "[PhD Candidate Blejewski Speaks on Steel Pan and Festival Culture](#)." The Office of University Communications has also engaged an outside consultant, Lipman Hearne, to develop a "core messaging" strategy for the University. As part of this process we asked the consultant for feedback on additional ways to highlight Wesleyan's research focus and graduate programs.

Wesleyan also introduced an innovative new graduate degree, the MA in Performance Curation, which is run through the Institute for Curatorial Practice in Performance (ICPP) in the Center for the Arts. ICPP is a low-residency program for professional performance curators. The program awarded its first three master's degrees in May 2016. It is a unique program already highly regarded in the field, having received grants from the Andrew W. Mellon Foundation, the National Endowment for the Arts, and the Doris Duke Charitable Foundation, among others, and as such it has made graduate study at Wesleyan visible in an entirely new realm.

Wesleyan's ethnomusicology graduate program is very well known, and Wesleyan has highlighted it by posting videos of major events. The "[Navaratri Festival: Vocal Music of South India](#)" student performance video from 2008 is the University's second most popular YouTube video ever, with over 206,000 views.

Wesleyan has also made changes designed to improve the flexibility and effectiveness of the graduate programs that should lead to increased visibility in the future. The University recently increased its support of the BA/MA program by introducing a new food benefit for high-need students in the MA year to ensure that the program is accessible. A new graduate student exit survey for PhD and MA graduates was introduced in May 2015. The results of that survey will be used to improve the graduate programs. Due to the small numbers of graduating students, we waited to analyze the results from these surveys in a unified framework until three years of data were accumulated, which occurred in May 2017. For detailed information on the results, see the section on Educational Effectiveness.

Another change was the designation of three graduate student stipends that had previously been allocated solely to the Department of Chemistry as floating stipends for which any department can apply. When the stipend recipient completes his or her eligibility, the stipend returns to the general pool. This controversial change allows the

graduate program as a whole to be more responsive to particular situations. So far, the new approach has allowed the growing planetary science program to receive an additional stipend, let an additional stipend be assigned to the Department of Physics to support a new faculty member, and enabled a neuroscience professor housed in the Department of Psychology to supervise a PhD student in the Department of Biology. The first floating stipends were allocated in fall 2015, so it is still too early to judge the long-term benefit of this decision. However, this flexibility has already inspired two other professors who would not have thought it possible to have a PhD student before to search, creatively and successfully, for ways to support such a student outside our stipend process.

3. RESPONSE TO NEASC AREA OF SPECIAL EMPHASIS: ADVISING

The efforts of three separate advising task forces/committees have helped the University address the advising issues identified in the 2012 Self-Study Report. In 2012–2013, an eight-person task force (comprised of faculty, administrators, and students) explored both pre-major and major advising with the objective of addressing both faculty concerns about inequitable advising loads and student concerns about the quality of pre-major advising. This task force was followed from 2014–2015 by a university-wide ad-hoc advising workgroup (comprised of nine faculty members from all academic divisions, and administrators and staff members from the Office of Student Affairs, Information Technology Services, and the Office of Academic Affairs) that was charged specifically with identifying strategies for improving the quality of pre-major academic advising. Many of the strategies and proposals that arose from the 2012–2013 task force and the 2014–2015 workgroup were implemented in 2015–2016 by a smaller task force of administrators in the Office of Academic Affairs and the Office of Student Affairs.

The 2012–2013 task force recommended improving the faculty and student advising experience by ensuring that (1) the combined major and pre-major advisee loads were more equitably distributed among faculty, (2) the clerical tasks required of advisors were simplified, and (3) faculty and students had quicker and easier access to the relevant advising information. The first aim of more equitable advising loads has been accomplished by the implementation of a new algorithm to determine the appropriate pre-major advising load for an upcoming academic year that takes into account each faculty member's current major advising load. In the past, every faculty member received six new pre-major advisees each year he or she was on rotation to advise; with the new algorithm, faculty may now be assigned anywhere from three to nine new pre-major advisees, depending on their current major advising load. With this change, faculty in large departments with heavy major advising loads receive fewer pre-major advisees, and faculty in small departments with low major advising loads receive a larger share of the pre-major advisees, somewhat evening out the advising loads among faculty. This more even distribution will help to ensure that faculty advisors have enough time to spend with each advisee.

The second aim—decreasing the clerical burden of advising—has been accomplished through two technological changes. The first change was the development and implementation of a new, simplified pre-registration system. One of the major complaints of both faculty and students about advising had been the complexity of the previous two-column course selection process (said by some to require an understanding of game theory). The new system allows students to rank their course selections in a way that everyone can understand and thus feel confident that student desires are being appropriately registered. The second technological change allows courses that have been pre-approved to count toward a major to appear in the system as approved. In the past, course pre-approvals did not appear in the system, so advisors needed to approve each course a second time. This extra step (requiring the advisor to approve each course twice) has now been automated. The third aim of the 2012–2013 task force—to provide faculty and students with quicker and easier access to advising information—was taken up for further discussion by the 2014–2015 workgroup.

The 2014–2015 ad-hoc advising workgroup also came to the conclusion that the advising time spent on clerical tasks should be reduced. With this mind, an advising dashboard was added to the online faculty portfolio so that all advising resources are available in one place. New resources (including a list of general education requirements

by department, a list of major requirements for every major on one page, a list of programs with restrictive or early requirements, etc.) were added to the dashboard. The result is a reduction in the number of “clicks” advisors must make to find all of the information they need about their advisees (academic history, general education completion status, cumulative GPA, semesters in residence, summary of credits earned toward graduation, major certification form, etc.) and about pre-major advising in general. The Office of Academic Affairs and the Office of Student Affairs also centralized and clarified its advising information, including identifying advising experts by department, providing an advising timeline with templates for advisor communications to students, instructions for setting up Moodle pages for cohorts of advisees, requirements for admission to major fields of study, information on global studies, videos with faculty advisors discussing the selection of courses, and additional links for students. Making information more quickly and reliably available has helped to broaden the faculty and student understanding of Wesleyan’s open curriculum and the requirements of major fields of study. And, because less time is spent (before and during advising meetings) just gaining access to data, there is more time for the interactions that enrich the advisor-advisee relationship.

In addition to streamlining the advising resources available to faculty and students, the workgroup recommended implementation of some other changes to improve advising. Hitherto, students in the incoming class had been allowed to enroll in two classes during a summer enrollment period and then would enroll in two additional courses after coming to campus and meeting with their advisor. The Office of Student Affairs presented the workgroup with the results of two pilot projects in which small groups of the two previous incoming classes had the opportunity to enroll in four courses over the summer and then meet with their advisor on campus to discuss the course selections and potentially make changes before the term began. Based on a review of student satisfaction in the pilot group compared to student satisfaction in the control group, the workgroup recommended implementation of four-course summer registration for the incoming class. Four-course summer registration was implemented for the entire incoming class in summer of 2015. Ninety-five percent of the Class of 2019 and 99 percent of the Class of 2020 arrived on campus already enrolled in either three or four courses (still subject to approval of pre-major advisors, of course). This change has been well-received by students, with surveys showing that students’ anxiety about course selection has been greatly alleviated. Many faculty members say that the new process allows for more substantive discussions about planning a course of study when students first encounter their faculty advisor in person.

The workgroup also recommended a new pilot program to hire students to serve as departmental peer advisors in some of the larger and/or more complicated programs. The Office of Academic Affairs and the Office of Student Affairs implemented the first departmental peer advising program from 2015–2016. The idea was to allow the department chair to hire a current senior or junior in the major to help advise prospective majors, particularly during the busy pre-registration periods when many students have questions. Surveys from the 2015–2016 pilot found varying levels of success that seemed to depend upon the department’s level of engagement with the program. Based on this feedback, the peer advisor pilot was updated for 2016–2017 so that it was open to application from any interested department. Three departments (Economics, English, and Psychology) applied, received funding, and hired departmental peer advisors. The feedback so far this year from the three participating departments has been positive. Making advising information more readily available to students in this way will, we expect, lighten the burden on faculty advisors in some of the busier departments.

In 2015–2016, a small task force of administrators worked to finalize the implementation of some of the recommendations from the 2012–2013 task force and 2014–2015 workgroup and also developed some additional resources to improve advising. This task force worked with the Office of University Communications staff to develop a new handbook, *Advising Matters*, which compiles all advising materials into a booklet that was produced in hard copy for all new faculty advisors and is available online for all advisors and advisees. The task force also worked closely with ITS staff to develop a new website (WesVising) modeled on Wesleyan’s in-person Academic Forum. The Academic Forum, which takes place on campus during new student orientation, is an opportunity for students to meet a faculty member from any department and ask questions to learn more about the various majors

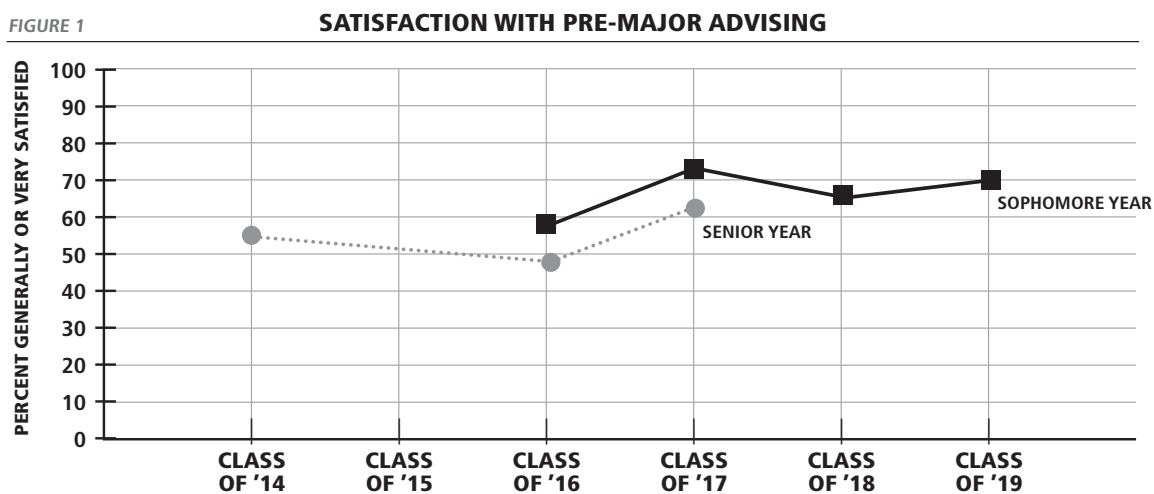
and requirements at the time when they are finalizing their first semester course selections. This new online advising tool replicates that forum (as best it can) in an online format with videos developed by the faculty in each department. Twenty-two departments participated in the first year, and their videos address the frequently asked questions of students selecting courses for the first time. WesVising was made available in July 2016 and in the first month saw 1,776 page views, 95 percent of which were from outside of Wesleyan (incoming students who were not yet on campus). The average time on the WesVising page was 3:52 minutes, and there were a total of 5,310 “clicks” (meaning a visitor pressed a spot on a page to go to another page).

In addition to the WesVising video tool, the Office of Student Affairs (which includes the class deans who also advise students) worked with the academic peer advisors to develop peer-to-peer videos on topics that are often confusing to new students, such as AP/IB credits, General Education Expectations, and placement tests. These videos, which debuted in summer 2016, were embedded, along with the two faculty videos mentioned above, in enhanced advising guidelines for new students. Available to students during the pre-registration and adjustment periods, the eight peer advisor videos received a total 15,856 views.

Finally, the 2015–2016 task force also held a series of informal lunch discussions with groups of faculty advisors from departments across campus to discuss continued concerns about advising, as well as provide practical tips on the advising process. Each faculty member who attended was asked to bring similar conversations about advising back into their department meetings so that the discussion would continue throughout the year.

While we are confident in the efforts we have made to simplify and improve the advising experience for both faculty and students, it is not clear yet that student satisfaction with academic advising has risen or will rise as a result of these changes. We understand that students may find our open curriculum—and expectation that they design their own academic itinerary—challenging and may sometimes assume that academic advising means providing answers in a way that purposely does not happen at Wesleyan. Three years ago, we began administering an advising survey each January to sophomores and seniors to monitor how our changes and enhancements to advising are working. This survey allows us to gain an early glimpse into whether our changes are having an effect, eliminating the need to wait for each cohort’s senior exit survey results for feedback.

Although it is still far too early to make any definitive claims, we are hopeful about the increase in satisfaction with pre-major advising seen with the Class of 2017 (see figure below). As sophomores, this class reported satisfaction levels 13 percentage points above those reported by the preceding cohort. A similar pattern emerged from the Class of 2017 as seniors. We are also encouraged by the finding that subsequent cohorts have maintained levels of satisfaction similar to the Class of 2017 during their sophomore year. These improvements emerged just as our changes and enhancements to advising began to take hold. We will continue to monitor trends in student satisfaction with advising.



In addition to the efforts that have been invested in the regular advising program for all students, Wesleyan has also launched two new enhanced advising programs for specific cohorts of students who may benefit from additional resources. In 2016–2017, Wesleyan welcomed its third cohort of Posse Foundation Veteran Scholars. In addition to regular faculty advisors, Posse students are also assigned a faculty mentor who meets with the group weekly during their first year at Wesleyan to ensure that they have the support they need to succeed. The Wesleyan Mathematics and Science Scholars Program (WesMaSS) is a two-year program (beginning the summer immediately prior to the student's first year at Wesleyan) that provides participating students with a variety of workshops and activities aimed at building sustained relationships with faculty and peers and—through mentorship, skill building, and continued reflection—developing the intellectual habits that lead to success in science studies. Thus far, one-year retention has been strong for the students in both these new programs. All 10 of the Posse students who arrived in fall 2014 returned to Wesleyan for a second and third year, and eight of the 10 Posse students who arrived in 2015 returned for a second year. Of the 23 WesMaSS students who arrived in 2014, one was on leave in fall 2015 and two in fall 2016; all of the others are still enrolled at Wesleyan. Similarly, for the 2015 first-year cohort, 30 of the 32 WesMaSS students returned for a second year (one student was on leave and another left the University). With respect to retention and the first-year academic performance (i.e., first-year GPA) the Posse and WesMaSS students proved to be as successful as their peers.

Standard 1: Mission and Purposes

<i>Attach a copy of the current mission statement.</i>		
DOCUMENT	WEBSITE LOCATION	DATE APPROVED BY THE GOVERNING BOARD
Institutional Mission Statement	http://www.wesleyan.edu/about/leadership/index.html	May 2010
<i>Please enter any explanatory notes in the box below</i>		

STANDARD ONE: MISSION

Wesleyan's sense of mission has not changed since 2010 when the mission statement below was adopted by the Board of Trustees:

“Wesleyan University is dedicated to providing an education in the liberal arts that is characterized by boldness, rigor, and practical idealism. At Wesleyan, distinguished scholar-teachers work closely with students, taking advantage of fluidity among disciplines to explore the world with a variety of tools. The University seeks to build a diverse, energetic community of students, faculty, and staff who think critically and creatively, and who value independence of mind and generosity of spirit.”

The writing of this statement was meant to capture Wesleyan's sense of mission rather than mark a new departure, but the phrasing, naturally, was new. The President, in particular, has emphasized in his remarks the phrase “boldness, rigor, and practical idealism,” pointing to a productive tension between “boldness” and “rigor” and between “practical” and “idealism” as signaling something of Wesleyan's distinctiveness. The mission statement is internalized increasingly by the Wesleyan community. Last year, for example, the Allbritton Center emphasized its own commitment to “practical idealism” in its comment on the first draft of the university-wide planning document *Beyond 2020: Strategies for Wesleyan*.

The University's sense of mission and purpose has continued to guide its ongoing work and new endeavors. For example, the creation since 2012 of three additional interdisciplinary colleges (bringing our total to six)—the College of East Asian Studies, the College of Film and the Moving Image, and the College of Integrative Sciences—was designed to enable “distinguished scholar-teachers to work closely with students, taking advantage of fluidity among disciplines to explore the world with a variety of tools.” The Office of Student Affairs has worked to create more faculty-student partnerships through its Residential College, Faculty Fellows, and Learning and Living Seminars programs. With respect to creating “a diverse, energetic community,” the Office of Academic Affairs, together with the Office for Equity & Inclusion, has increased the percentages of women faculty and international faculty, and continues to make strong efforts to recruit faculty of color, creating a new Opportunity Hiring policy for both faculty and staff for this purpose. Building a “diverse, energetic” student body has been a primary goal of the Office of Admission, and since 2010 the number of international students has nearly doubled and geographical diversity within the United States among the student body has increased. The Posse Veteran Scholars program (10 veterans enrolled per class since 2013) has brought very different life experiences and perspectives into the mix, and our nine-year partnership with QuestBridge continues to bring an average of 33 new first-generation, low-income student scholars to campus each year. Recent decisions to go test-optional and to provide increased access for undocumented students should be helpful in constructing a diverse student body. With respect to encouraging “independence of mind” on our famously liberal campus, we have raised funds to hire more faculty who represent viewpoints in the conservative range of the spectrum so that students may benefit from a greater diversity of perspectives on matters such as economic development, international relations, the public sphere, and personal freedom. And “generosity of spirit” is evident in any number of recent initiatives, from the increased support by the Office of Student Affairs of first-generation, low-income students, to the intensified work of the Office for Equity & Inclusion, to various programs in support of refugees.

Standard 2: Planning and Evaluation

PLANNING	YEAR APPROVED BY GOVERNING BOARD	EFFECTIVE DATES	WEBSITE LOCATION
STRATEGIC PLANS			
Immediately prior Strategic Plan	2005	2005-10	http://wesleyan.edu/ir/Wesleyan_Strategic_Plan.pdf
Current Strategic Plan	2010	2010-	http://2020.blogs.wesleyan.edu/
Next Strategic Plan	n/a	2017-	http://2020.blogs.wesleyan.edu/beyond-2020/
	YEAR COMPLETED	EFFECTIVE DATES	WEBSITE LOCATION
OTHER INSTITUTION-WIDE PLANS*			
Master plan			http://www.wesleyan.edu/masterplan/
Academic plan			http://2020.blogs.wesleyan.edu/
Financial plan			
Technology plan			
Enrollment plan			
Development plan			
PLANS FOR MAJOR UNITS (E.G., DEPARTMENTS, LIBRARY)*			
EVALUATION			WEBSITE LOCATION
ACADEMIC PROGRAM REVIEW			
Program review system (colleges and departments). System last updated:			
Program review schedule (e.g., every 5 years)			
<i>*Insert additional rows, as appropriate.</i>			
<i>Please enter any explanatory notes in the box below</i>			

STANDARD TWO: PLANNING AND EVALUATION

The University's framework for planning, *Wesleyan 2020*, adopted by the Board in 2010, remains in place. Cabinet officers have used it to develop dashboards for purposes of administrative review and assessment of progress—including reports to the Board. The President's dashboard is naturally the most extensive, with 19 metrics within the four overarching rubrics: academics, Equity & Inclusion, recognition, and finance. Human Resources continues to ask all employees to develop their annual goals in partnership with their supervisor within the rubric of *Wesleyan 2020*.

A comprehensive update on what has (and has not) been achieved since 2010, with respect to the overarching goals, objectives, and strategies of *Wesleyan 2020*, was published by the President at the end of 2016. In concert with that look-back document, *Wesleyan 2020: Update December 2016*, the President also offered a forward-looking document, *Beyond 2020: Strategies for Wesleyan*, that is currently open to review by (and input from) Wesleyan stakeholders.

Within the Office of Academic Affairs, planning and evaluation are conducted much as in 2012: Specific plans continue to be developed and implemented by the three Deans in concert with other senior administrative staff and department chairs; regular meetings of the Provost with the Deans and the two Associate Provosts allow for regular and careful coordination of planning and evaluation efforts; and the Provost provides counsel on financial planning to the President, Cabinet, and the Budget Priorities Committee (an advisory committee comprising faculty, staff, and students). One change is the expansion of the annual external review process beyond the traditional academic departments and programs to include some larger academic units, such as the library, the international studies programs, and the writing programs.

Given that the Office of Institutional Research is crucial to the collection and evaluation of data bearing on our progress in meeting strategic objectives, the University has made new investments to bring the office up to three full-time staff. One new position, the Associate Director of Assessment, should be of great assistance with evaluation and examining institutional effectiveness going forward.

The University has also made a substantial IT investment to bridge institutional data silos so that key leaders can make holistically informed, data-driven decisions. Broadly speaking, there are three categories of data: student data, financial data, and human resource data. Student data is further subdivided into admission data (housed in a cloud-based product called Slate), financial aid data (housed in a product called PowerFAIDS), and academic data (departments, courses, enrollments, etc., housed in a PeopleSoft database). A search for a data analytics solution that was capable of handling all three categories of data resulted in our selection of a product called Blackboard Analytics in 2014. The long-term project objective is to have one repository (a.k.a., a data warehouse) that will allow for accurate, timely, and streamlined reporting of data in service of university goals; we are beginning to generate regular reports from the data already available in this repository.

Most of our facilities projects have been driven by concrete needs and questions, and it seemed important to think more broadly about aligning the evolution of the campus with our educational aspirations—particularly given how changes in technology are affecting teaching and learning. In 2015, a team of consultants from Sasaki Associates and Eastley+Partners worked with us to develop a set of 11 principles to guide campus development over the next decade: Synergy of Residential and Academic Experience; Network of Informal Learning Spaces; Spectrum of Formal Learning Spaces; Transparency of Indoor/Outdoor Spaces; Engagement Local and Global; Image: Recruitment & Retention of Students, Faculty and Staff; Asset Preservation; Residential Community Building; Economic Feasibility; Environmental Sustainability; High Utilization. As part of the process, Sasaki surveys told us that one of the least-liked places was said to be Fisk Hall, and this past summer it was (partially) renovated according to these principles, which are also reflected in the 2015 work done on the Exley Science Center Lobby, the 24/7 study space, and the Pi café and patio. While planning principles are not equivalent to a new campus master plan, we see the principles as serving us well for the time being, and we are presently considering several scenarios for

facilities spending over the next 15 years that focus on renovating existing buildings, possibly replacing one part of our science building complex, and adding one or two structures that would build on our programmatic strengths.

The tenth planning principle, Environmental Sustainability, is part and parcel of a comprehensive Sustainability Action Plan (SAP) rolled out in 2016 that details the parts to be played by different areas of the University: Administration (with respect to planning, engagement, health, and well-being), Academics (curriculum and academic operations), and Operations (buildings, grounds, dining, energy, purchasing, transportation, waste, and water). The SAP shows us how to integrate sustainability into all that we do.

Planning in a more speculative mode continues to take place at the highest administrative levels and on the Board. In 2016, the Board formed a number of task forces to make use of trustee experience and expertise with respect to strategic options. It dedicated one, entitled “Futures,” to brainstorming about alternative business models for Wesleyan. Likely considerations include changes in tuition models and cost structures, and alternative ways to provide students a Wesleyan education—from offering more master’s degrees to low-residency models.

All strategic plans have a shelf life, and the end-point of *Wesleyan 2020* is self-evident. But, as yet, there has been no reason to veer from its fundamental goals. As the President has put it, “If we can continue to energize Wesleyan’s distinctive educational experience, enhance recognition of Wesleyan as an extraordinary institution, and work within a sustainable economic model while retaining core values, then at that point in the future, when a new direction seems in order, the new strategic plan will have an extraordinarily strong foundation on which to build.”

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form: 1) A copy of the institution's organization chart(s).

IF THERE IS A "SPONSORING ENTITY," SUCH AS A CHURCH OR RELIGIOUS CONGREGATION, A STATE SYSTEM, OR A CORPORATION, DESCRIBE AND DOCUMENT THE RELATIONSHIP WITH THE ACCREDITED INSTITUTION.

Name of the sponsoring entity	
Website location of documentation of relationship	
GOVERNING BOARD	WEBSITE LOCATION
By-laws	http://www.wesleyan.edu/about/leadership/charter-and-bylaws.html#by-laws
Board members' names and affiliations	http://www.wesleyan.edu/trustees/trustees.html

Please enter any explanatory notes in the box below

Standard 3: Organization and Governance (Locations and Modalities)

CAMPUSES, BRANCHES AND LOCATIONS CURRENTLY IN OPERATION	LOCATION (CITY, STATE/COUNTRY)	DATE INITIATED	ENROLLMENT*		
			2 YEARS PRIOR (FY2014)	1 YEAR PRIOR (FY2015)	CURRENT YEAR (FY 2)
Main campus	Middletown, CT	1/4/1905	3,542	3,503	3,405
Other principal campuses					
Branch campuses (US)					
Other instructional locations (US)					
Branch campuses (overseas)					
Other instructional locations (overseas)					
EDUCATIONAL MODALITIES	NUMBER OF PROGRAMS	DATE FIRST INITIATED	ENROLLMENT*		
DISTANCE LEARNING PROGRAMS			2 YEARS PRIOR (FY2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)
Programs 50-99% on-line					
Programs 100% on-line					
Correspondence Education					
Low-Residency Programs	One: ICPP	2011		18	20
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit					
<i>*Enter the annual unduplicated headcount for each of the years specified below.</i>					
<i>Please enter any explanatory notes in the box below</i>					
The organization chart can be found in Appendix E (page 121).					

STANDARD THREE: ORGANIZATION AND GOVERNANCE

With respect to the Board of Trustees, there has been fine-tuning in organization and governance since 2012. The current Board Chair (whose tenure began July 1, 2016) has replaced working groups with task forces, each of which is charged to make recommendations on a particular issue. When the task force makes its recommendations, the task force disbands. Four task forces are currently at work: Core Messaging, Campus Planning, Futures, and Enhancing the Distinctive Educational Experience. Members are appointed by the Board Chair and, depending on the issue and expertise required, may include faculty, staff, or students. An important part of the task force's responsibility is to engage key stakeholders to generate buy-in, especially when the issue being addressed affects people deeply or impacts a significant percentage of the University's constituencies. Following each meeting of the Board (including the retreat), the Board Chair receives the results of a survey (conducted by the President's office) asking each trustee for the three best things from the experience, the three worst, and any other comments/suggestions they may have.

While the Governance Committee of the Board continues to focus on developing the pipeline for new trustees, it has in recent years been more involved in assessing the work of the Board. In April 2014, the Committee conducted an online survey of trustees to examine the five areas of Board governance: communication, leadership, commitment, function, and structure. As a result, a number of changes were made, including more executive session time with the President, plans for cross-committee task forces (mentioned above), and other alterations to increase transparency of the Committee's work and awareness among all trustees of committee work generally. The following year, the Governance Committee used survey input from trustees as part of the process in selecting the next Chair, and, in April 2017, it conducted a second survey examining the five areas of Board governance. The Chair of the Governance Committee now analyzes survey results of new trustees following orientation to make sure they have received the guidance needed to fulfill their responsibilities. And for everyone, the role of the Board has been clarified in a new [website](#).

In Cabinet there have been two organizational changes: The Chair of the Faculty and the Chief Communications Officer now both sit on Cabinet. These changes contribute to awareness of and responsiveness to the concerns and needs of faculty and other constituencies as well as transparency in decision-making at the highest level.

The President is no longer the arbiter of student appeals regarding disciplinary matters. That responsibility was proving quite time-consuming and now rests with a small committee (as advocated by the Wesleyan Student Association) that is chaired by the Vice President for Student Affairs.

Policies and procedures regarding faculty governance are outlined in the *Faculty Handbook*, which is being reviewed this year. The Office of Academic Affairs engaged an emeritus faculty member, who had been involved in the last round of significant changes to the faculty governance structure, to conduct this review and propose edits to ensure that this document clearly and accurately reflects current policies and procedures. The *Faculty Handbook* is available online on the [Info from the VPAA web page](#), which includes links to faculty search guidelines, tenure and promotion expectation statements from each department, explanations of the various types of non-tenure-track appointments, and other resources.. The Info from the VPAA web page also includes links to a number of other important resources, including the current faculty search guidelines, tenure and promotion expectation statements from each department, explanations of the various types of non-tenure-track appointments, and other useful internal documents.

With respect to student governance, the Wesleyan Student Assembly (WSA) has been restructured in several ways since 2012. Some are operational: In lieu of a Coordinator, the WSA now has a Chief of Staff with broader responsibility and now refers to the Executive Committee as the Leadership Board. And its committees were restructured: Now the committees include the Student Life Committee, Academic Affairs Committee, Community and Communications Committee, and Student Budget Committee.

The WSA also restructured to make itself, as a body, more accessible, and to center issues of Equity & Inclusion in its work. To achieve those ends, the WSA became bicameral: the Senate, which follows the same structure as the WSA always has, and a newly formed House, which intentionally brings in members of the community for issue-based work and projects. The House works through town halls and online organizing. With lower barriers to entry, it aims to make the work of the WSA easier to engage in for more members of campus. Furthermore, the WSA rolled out a stipend for Senators receiving financial aid to offset the time cost of participation and gain an assembly that more accurately reflects Wesleyan's diverse student body.

These changes were implemented throughout the 2015–2016 school year and continue to be implemented in the current school year. As such, it is too early to estimate how the changes have impacted the culture and efficacy of the WSA. The WSA has started to collect data that measures the Assembly's composition and the impact of its efforts.

Standard 4: The Academic Program (Summary - Degree-Seeking Enrollment and Degrees)

FALL ENROLLMENT* BY LOCATION AND MODALITY, AS OF CENSUS DATE								
DEGREE LEVEL/ LOCATION & MODALITY	ASSOCIATE'S	BACHELOR'S	MASTER'S	CLINICAL DOCTORATES (Pharm.D., DPT, DNP)	PROFESSIONAL DOCTORATES (Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	PH.D.	TOTAL DEGREE-SEEKING
Main Campus FT		2,912	47				95	3,054
Main Campus PT		1	45				0	46
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT								0
Correspondence FT								0
Correspondence PT								0
Low-Residency FT			14					14
Low-Residency PT								0
UNDUPLICATED HEADCOUNT TOTAL	0	2,913	106	0	0	0	95	3,114
TOTAL FTE	0.00	2,912.33	106.00	0.00	0.00	0.00	95.00	3,113.33
ENTER FTE DEFINITION:	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3
DEGREES AWARDED, MOST RECENT YEAR		732	63				15	810
NOTES:								
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.								
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."								
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.								
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.								
Please enter any explanatory notes in the box below								

**Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)**

FALL ENROLLMENT* BY LOCATION AND MODALITY, AS OF CENSUS DATE						
DEGREE LEVEL/ LOCATION & MODALITY	TITLE IV-ELIGIBLE CERTIFICATES: STUDENTS SEEKING CERTIFICATES	NON-MATRICULATED STUDENTS	VISITING STUDENTS	TOTAL NON-DEGREE-SEEKING	TOTAL DEGREE-SEEKING (FROM PREVIOUS PAGE)	GRAND TOTAL
Main Campus FT			15	15	3,054	3,069
Main Campus PT			91	91	46	137
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT	6			6	14	20
Low-Residency PT				0	0	0
UNDUPLICATED HEADCOUNT TOTAL	6	0	106	112	3,114	3,226
TOTAL FTE	6.00	0	45.33	45.33	3,083.33	3,134.67
ENTER FTE DEFINITION:	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3	FT + PT/3
CERTIFICATES AWARDED, MOST RECENT YEAR						
NOTES:						
1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.						
2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."						
3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.						
* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.						
Please enter any explanatory notes in the box below						

**Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)**

FOR FALL TERM, AS OF CENSUS DATE	3 YEARS PRIOR (FALL 2013)	2 YEARS PRIOR (FALL 2014)	1 YEAR PRIOR (FALL 2015)	CURRENT YEAR (FALL 2016)	NEXT YEAR FORWARD (GOAL) (FALL 2017)
Certificate					
Associate					
Baccalaureate	2888	2907	2819	2971	2912
TOTAL UNDERGRADUATE	2,888	2,907	2,819	2,971	2,912

**Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)**

FOR FALL TERM, AS OF CENSUS DATE	3 YEARS PRIOR (FALL 2013)	2 YEARS PRIOR (FALL 2014)	1 YEAR PRIOR (FALL 2015)	CURRENT YEAR (FALL 2016)	NEXT YEAR FORWARD (GOAL) (FALL 2017)
Master's	50	52	44	47	48
Doctorate	130	125	101	95	113
First Professional					
Other	69	65	51	45	58
TOTAL GRADUATE	249	242	196	187	219

**Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)**

	3 YEARS PRIOR (FALL 2013)	2 YEARS PRIOR (FALL 2014)	1 YEAR PRIOR (FALL 2015)	CURRENT YEAR (FALL 2016)	NEXT YEAR FORWARD (GOAL) (FALL 2017) 12-MONTH, NOT JUST FALL
Undergraduate	99636	97820	99243	97832a	98900
Graduate	4698	4909	4377	3231a	4660
TOTAL	104,334	102,729	103,620	101,063a	103,560

**Standard 4: The Academic Program
(Information Literacy sessions)**

	3 YEARS PRIOR (FALL 2013)	2 YEARS PRIOR (FALL 2014)	1 YEAR PRIOR (FALL 2015)	CURRENT YEAR (FALL 2016)	NEXT YEAR FORWARD (GOAL) (FALL 2017)
MAIN CAMPUS					
Sessions embedded in a class	148	125	145		139
Free-standing sessions	525	540	486		500
URL OF INFORMATION LITERACY REPORTS					

Please enter any explanatory notes in the box below

Note. "Current Year" credit-hour numbers do not include summer enrollments, as these have not yet happened yet. Previous year's figures include summer. Current year on information literacy sessions is not yet known.

STANDARD FOUR: THE ACADEMIC PROGRAM

Over the past few years, Wesleyan has increased the number of faculty while student numbers have remained stable. From FY '14 to FY '17, faculty FTE increased by 35 (354 to 389), while the undergraduate student FTE increased by 11 and total student FTE fell by 27. As a result, in FY '15 Wesleyan's student-to-faculty ratio improved from its standard of 9:1 to 8:1, where it has since remained. These changes should help alleviate course access difficulties for students, and some evidence to support these hopes may be emerging. In spring 2017, student satisfaction with course availability, as reported on the Enrolled Student Survey, increased five percentage points over 2013 and 2015 levels (81 percent, 75 percent, and 74 percent respectively).

The structure of the undergraduate curriculum remains much as it was at the time of the comprehensive review in 2012, but there have been some changes and additions made in keeping with the first overarching goal of *Wesleyan 2020: Energize Wesleyan's Distinctive Educational Experience*.

Wesleyan is known for the interdisciplinary opportunities it provides its undergraduates. To energize those opportunities in the sciences, Wesleyan has developed a new College of Integrative Sciences (CIS), which started in fall 2014. CIS offers a linked major, thus requiring that students combine depth in one area of the sciences (one of the traditional science majors) with breadth achieved through the courses and research in the linked major. Key components of the CIS are a Research Frontiers Seminar for sophomores, required research credits, one summer research experience, and a senior capstone colloquium. CIS provides common experiences for students who are deeply invested in the sciences, including similar curricula, academic mentoring, and research opportunities. We currently have nine students enrolled in the CIS linked major.

Another important addition to the academic program is the creation of academic minors. Minors and certificates alleviate the pressure some students feel to double or triple major while still providing recognition of curricular achievements. The first minors were approved in spring 2012, and there are now minors available in 17 disciplinary and interdisciplinary areas of study: African studies; archaeology; art history; Caribbean studies, East Asian studies; data analysis; economics; education studies; film studies; French studies; German studies; history; integrated design, engineering, and applied science; medieval studies; planetary science; religion; and Russian, East European, and Eurasian studies. Wesleyan has also approved two new certificates: applied data science and Muslim studies.

There is also a new graduate degree: an MA in Performance Curation, offered through the Institute for Curatorial Practice in Performance (ICPP). For details, see *Response to Area of Special Emphasis: Graduate Programs*.

Energizing the distinctive education Wesleyan offers also involves discontinuing parts of the curriculum that lose relevance or are supplanted by new constructs. The mathematics-economics major was phased out over a few years and finally discontinued with the Class of 2015, as the two departments felt that the new economics minor, together with an increased emphasis on mathematical skills within the Department of Economics, made the joint major superfluous. Majors in Spanish and in Iberian studies were replaced with a major in Hispanic literatures and cultures, and a major in Russian was replaced with a major in Russian, East European, and Eurasian studies.

The University has also made significant improvements in its advising program over the past five years to ensure that faculty works closely with students to keep them on track in their academic program. For details, see *Response to NEASC Area of Special Emphasis: Advising*. The University also is paying attention to certain points in the student experience, including the first year, mid-point, and the final year. Wesleyan has significantly increased the number of First-Year Seminar (FYS) courses that emphasize writing and the use of evidence in scholarly argument. From 2012–2013, the University conducted 24 FYS courses with 40 percent of first-year students enrolled, and from 2016–2017 that number increased to 57 courses with 77 percent of first-year students enrolled. While it is strongly recommended all incoming students take an FYS, it is not a requirement, and not every incoming student chooses to do so.

Wesleyan has also significantly increased the opportunities for students to pursue internships in conjunction with academic courses at some point during their years here. Over the past few years Wesleyan raised money to endow many new internships to support faculty research and to stimulate more opportunities for collaborative faculty-student research. Wesleyan went from zero university funding for student internships in 2010–12 to \$40,000 in each of the next two years, \$98,000 the following year, and \$105,000 for each of the past two years. Some of this funding supports research in the sciences, but by no means does all of it. In 2015–2016, the University supported over 200 internships through various funding pools (including the centrally managed Academic Affairs student research assistantship funds, Quantitative Analysis Center research apprenticeships, Davenport summer travel grants, College of the Environment and CIS internships, and Mellon, McNair, and Sonnenblick funds), and the University usually manages to fund even more students beyond those that are officially tracked; this year, for example, there was an additional \$45,000 gift that funded yet more internships on top of the baseline. CIS (which uses two mentors in complementary fields for each student) now has 31 permanent full internships. Internship funding of summer research (both on and off campus) is now greater than ever before—indicative of the importance Wesleyan attaches to collaborative work between students and faculty.

In the final year at Wesleyan, students are encouraged to do some kind of a capstone experience. All majors offer one or more capstone options, as do many certificates, and about half of the majors require a capstone to complete the major. Students may also define their own capstone experience that is not specific to a department, which has made it difficult to collect accurate data on the number of capstones completed. In 2014, the University developed a new data collection system through its major certification process, in which students are asked whether or not they completed a capstone. That year, 67.3 percent of the Class of 2014 stated that they had completed a capstone. In 2016, fully three-quarters of the graduating class (75.9 percent) stated that they had completed a capstone. In spring 2017, the University developed a brief video about the capstone to try to highlight the experience and encourage even higher percentages of future Wesleyan classes to complete a capstone. In addition to encouraging individual research experiences, the University is considering ways to encourage more collaborative capstone experiences. Indeed, the Office of Academic Affairs is exploring a number of new areas—design and engineering, project-based learning, design thinking—that lend themselves to collaborative student work.

The Office of Academic Affairs and the Educational Policy Committee of the Faculty (EPC) work together closely to regularly review and oversee the academic program at Wesleyan. Two examples of this oversight are external reviews and oversight of the credit hour. The Office of Academic Affairs runs a full external review of two to four academic departments or programs every year. The goal is to run an external review of each academic unit approximately once every 10 years. Over the past few years, the University has committed significant resources toward expanding its annual external review process to include some larger academic units beyond the traditional academic departments and programs. While this expansion has made it harder to meet the 10-year goal, it has allowed the University to conduct reviews of large units that have a broad effect on the curriculum, including the Office of International Studies (OIS), the library, and writing programs at Wesleyan. Over the past five years, the University has also reviewed: African-American studies; science in society; the College of Letters; molecular biology and biochemistry; art history; music; physics; sociology; history; government; and earth and environmental science. These reviews sometimes lead to curricular changes, restructuring of the major, or additional hires when expansion is warranted. A recent example is the Department of History, which went through an external review in 2015–2016. As a result of that review process, in 2016–2017 the department proposed a new gateway course and revised major requirements to streamline the major. In the case of OIS, an even larger change occurred: Recommendations in the review led to the creation of a new Center for Global Studies in which the OIS, renamed the Office of Study Abroad, now resides as one part of a larger curricular (and cocurricular) structure.

The EPC is also charged with ensuring that all our courses meet the federal credit hour standard. EPC and its delegates—the academic deans—regularly review course offerings to ensure that courses are listed at an appropriate

amount of credit—usually 1.0, .75, .5, and .25 credit, depending on the amount of work. This review occurs each term during the curricular planning period for the following term. Once the curriculum for the next term has been proposed by the departments, the Registrar presents the curriculum for the upcoming term to the academic deans. New courses are individually reviewed by each divisional dean to ensure compliance with the federal credit hour, and all concerns or significant changes are brought to EPC. A recent example is a new proposal by the Center for Global Studies to offer a .25 credit course in which students can learn Danish via an online language learning platform called Mango Languages. A full proposal with a tentative syllabus detailing the units of study and the hours each unit would require was brought to EPC for review, and EPC determined that the course would meet the requirements for a .25 credit course and approved a pilot of the new course in the fall 2017 term.

The University's policies regarding the award of academic credit are made clear to students and faculty in the Academic Regulations. The University has also added a discussion of the credit hour to its faculty orientation program so that new faculty understand expectations in this regard, and credit-hour expectations are discussed annually with department chairs.

Standard 5: Students (Admissions, Fall Term)

CREDIT SEEKING STUDENTS ONLY – INCLUDING CONTINUING EDUCATION	3 YEARS PRIOR (FY 2014)	2 YEARS PRIOR (FY 2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)	GOAL (SPECIFY YEAR) (FY 2018)
FRESHMEN - UNDERGRADUATE					
Completed Applications	10,690	9,390	9,822	12,030	12,000
Applications Accepted	2,181	2,245	2,180	2,129	2,129
Applicants Enrolled	741	750	757	774	765
% Accepted of Applied	20.4%	23.9%	22.2%	17.7%	17.7%
% Enrolled of Accepted	34.0%	33.4%	34.7%	36.3%	35.9%
Percent Change Year over Year					
Completed Applications	na	-12.2%	4.6%	22.5%	-0.2%
Applications Accepted	na	2.9%	-2.9%	-2.3%	0.0%
Applicants Enrolled	na	1.2%	0.9%	2.2%	-1.2%
AVERAGE OF STATISTICAL INDICATOR OF APTITUDE OF ENROLLEES: (DEFINE BELOW)					
Median SAT - Total of CR and Math	1405	1400	1420	1450	1420
TRANSFERS - UNDERGRADUATE					
Completed Applications	663	558	582	661	616
Applications Accepted	166	184	178	172	175
Applications Enrolled	75	73	66	80	74
% Accepted of Applied	25.0%	33.0%	30.6%	26.0%	28.4%
% Enrolled of Accepted	45.2%	39.7%	37.1%	46.5%	42.0%
MASTER'S DEGREE - BA/MA					
Completed Applications	22	18	27	23	23
Applications Accepted	22	16	26	21	21
Applications Enrolled	18	14	22	19	18
% Accepted of Applied	100.0%	88.9%	96.3%	91.3%	94.4%
% Enrolled of Accepted	81.8%	87.5%	84.6%	90.5%	85.9%
MASTER'S DEGREE					
Completed Applications	97	88	91	95	93
Applications Accepted	17	19	14	17	17
Applications Enrolled	12	13	12	12	12
% Accepted of Applied	17.5%	21.6%	15.4%	17.9%	18.1%
% Enrolled of Accepted	70.6%	68.4%	85.7%	70.6%	73.1%
MALS DEGREE					
Completed Applications	4	10	8	5	7
Applications Accepted	4	8	8	4	6
Applications Enrolled	3	6	7	3	5
% Accepted of Applied	100.0%	80.0%	100.0%	80.0%	88.9%
% Enrolled of Accepted	75.0%	75.0%	87.5%	75.0%	79.2%
MPHIL DEGREE					
Completed Applications	0	3	1	0	2
Applications Accepted	0	3	1	0	1
Applications Enrolled	0	3	0	0	1
% Accepted of Applied		100.0%	100.0%		50.0%
% Enrolled of Accepted		100.0%	0.0%		100.0%
FIRST PROFESSIONAL DEGREE					
Completed Applications					
Applications Accepted					
Applications Enrolled					
% Accepted of Applied					-
% Enrolled of Accepted					-
DOCTORAL DEGREE					
Completed Applications	210	194	193	195	198
Applications Accepted	44	30	39	35	37
Applications Enrolled	20	14	18	15	17
% Accepted of Applied	21.0%	15.5%	20.2%	17.9%	18.7%
% Enrolled of Accepted	45.5%	46.7%	46.2%	42.9%	45.3%
<i>Please enter any explanatory notes in the box below</i>					

Standard 5: Students (Enrollment, Fall Term)

CREDIT SEEKING STUDENTS ONLY – INCLUDING CONTINUING EDUCATION		3 YEARS PRIOR (FY 2014)	2 YEARS PRIOR (FY 2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)	GOAL (SPECIFY YEAR) (FY 2018)
UNDERGRADUATE						
FIRST YEAR	Full-Time Headcount	745	756	762	781	771
	Part-Time Headcount					
	Total Headcount	745	756	762	781	771
	Total FTE	793	804	809	833	815
SECOND YEAR	Full-Time Headcount	765	775	759	784	799
	Part-Time Headcount			1		
	Total Headcount	765	775	760	784	799
	Total FTE	834	833	820	844	832
THIRD YEAR	Full-Time Headcount	657	584	582	604	609
	Part-Time Headcount					
	Total Headcount	657	584	582	604	609
	Total FTE	724	645	637	656	646
FOURTH YEAR	Full-Time Headcount	721	787	711	743	726
	Part-Time Headcount		5	4	1	
	Total Headcount	721	792	715	744	726
	Total FTE	766	841	754	786	794
UNCLASSIFIED	Full-Time Headcount	11	12	6	6	8
	Part-Time Headcount	7	9	72	52	44
	Total Headcount	18	21	78	58	52
	Total FTE	13	16	34	20	23
TOTAL UNDERGRADUATE STUDENTS						
	Full-Time Headcount	2,899	2,914	2,820	2,918	2,913
	Part-Time Headcount	7	14	77	53	44
	Total Headcount	2,906	2,928	2,897	2,971	2,957
	Total FTE	3,129	3,139	3,054	3,140	3,110
	% Change FTE Undergraduate	na	0.3%	-2.7%	2.8%	-1.0%
GRADUATE						
	Full-Time Headcount	192	188	156	151	165
	Part-Time Headcount	107	108	85	84	92
	Total Headcount	299	296	241	235	257
	Total FTE	229	224	196	191	204
	% Change FTE Graduate	na	-2.2%	-12.5%	-2.6%	6.6%
GRAND TOTAL						
GRAND TOTAL HEADCOUNT		3,205	3,224	3,138	3,206	3,214
GRAND TOTAL FTE		3,358	3,363	3,250	3,331	3,313
% Change Grand Total FTE		na	0.1%	-3.4%	2.5%	-0.5%
<i>Please enter any explanatory notes in the box below</i>						

Standard 5: Students (Financial Aid, Debt, Developmental Courses)

WHERE DOES THE INSTITUTION DESCRIBE THE STUDENTS IT SEEKS TO SERVE?					
http://www.wesleyan.edu/admission/apply/index.html					
	(FY 2011)	(FY 2012)	(FY 2013)		
THREE-YEAR COHORT DEFAULT RATE	1.5	0.9	1.5		
THREE-YEAR LOAN REPAYMENT RATE (FROM COLLEGE SCORECARD)					
STUDENT FINANCIAL AID	3 YEARS PRIOR (FY 2014)	2 YEARS PRIOR (FY 2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)	GOAL (SPECIFY YEAR) (FY 2018)
TOTAL FEDERAL AID					
Grants	\$3,224,802	\$3,377,135	\$3,276,120	\$3,276,629	\$3,280,000
Loans	\$5,793,556	\$5,746,829	\$4,821,569	\$4,800,000	\$4,800,000
Work Study	\$2,706,968	\$2,753,297	\$2,583,122	\$2,607,966	\$2,600,000
TOTAL STATE AID	\$267,869	\$232,822	\$260,923	\$167,675	\$125,000
TOTAL INSTITUTIONAL AID					
Grants	\$47,409,769	\$49,286,238	\$49,154,609	\$50,626,420	\$54,100,000
Loans	\$200,983	\$172,491	\$178,434	\$216,163	\$225,000
TOTAL PRIVATE AID					
Grants	\$2,181,812	\$1,748,707	\$2,380,717	\$2,706,145	\$2,700,000
Loans	\$1,859,333	\$2,077,628	\$2,334,629	\$1,930,678	\$2,000,000
STUDENT DEBT					
PERCENT OF STUDENTS GRADUATING WITH DEBT (INCLUDE ALL STUDENTS WHO GRADUATED IN THIS CALCULATION)					
Undergraduates	37%	42%	42%	43%	43%
Graduates	7%	8%	12%	12%	12%
First professional students	N/A	N/A	N/A	N/A	N/A
FOR STUDENTS WITH DEBT: AVERAGE AMOUNT OF DEBT FOR STUDENTS LEAVING THE INSTITUTION WITH A DEGREE					
Undergraduates	\$17,954	\$17,290	\$17,509	\$17,500	\$17,500
Graduates	\$24,679	\$23,598	\$23,327	\$23,400	\$23,400
First professional students	N/A	N/A	N/A	N/A	N/A
AVERAGE AMOUNT OF DEBT FOR STUDENTS LEAVING THE INSTITUTION WITHOUT A DEGREE					
Undergraduates	\$18,442	\$16,349	\$10,518	Unknown	Unknown
Graduate Students	\$6,070	\$36,420	\$0	Unknown	Unknown
First professional students	N/A	N/A	N/A	N/A	N/A
PERCENT OF FIRST-YEAR STUDENTS IN DEVELOPMENTAL COURSES (courses for which no credit toward a degree is granted)					
English as a Second/Other Language	0%	0%	0%	0%	0
English (reading, writing, communication skills)	0%	0%	0%	0%	0
Math	0%	0%	0%	0%	0
Other	0%	0%	0%	0%	0
<i>Please enter any explanatory notes in the box below</i>					
FY18 grant value assumes increase for change to Prior-Prior Year Need Analysis. Figures in red are projections.					

STANDARD FIVE: STUDENTS

The number of students served by Wesleyan's curricular and cocurricular programs has remained much the same over the past five years: some 2,900 undergraduates and 200 graduate students (this does not include some 200 students in the Graduate Liberal Studies Program). Student culture remains a source of pride.

The Offices of Admission and Financial Aid have continued to bring to campus undergraduates who have a high probability of succeeding in Wesleyan's rigorous academic environment and contributing to a creative and active campus life. We have certainly succeeded in parts of our plan to increase the size, quality, and diversity (including geographical diversity) of the applicant pool. This plan was already on the minds of our Admission staff when they recruited and constructed the Class of 2014, selecting from an applicant pool 6 percent higher than it was in the year before—that on top of the 22 percent increase the previous year. With a total of 10,657 applications, the selectivity rate for the 2014 class was 20.5 percent. The Class of 2020 was selected from 12,030 applicants, a selectivity rate of 17.7 percent. (At the time, this was the most selective year in Wesleyan history, but this past spring it was surpassed with 12,453 applicants and an overall admit rate of 15 percent.) Over the course of this time, the diversity of the application pool—as measured by the percent of self-identified students of color—has stayed essentially the same as the pool has grown. With respect to geographical diversity in the United States, 2016 applicants from the west (a total of 2,319) represented an increase of 15 percent over 2010; those from the south in 2016 numbered 806, a 6 percent increase in that same time frame. With respect to the international applicant pool, our efforts to expand this pool have resulted in its nearly doubling from 1,242 applications in 2010 to 2,258 this year, which was more or less the goal.

In spring 2012 President Roth introduced an initiative that changed Wesleyan's approach to financial aid. The initiative established a “discount rate” that is as generous as possible and also one Wesleyan can afford. The Office of Admission does consider the capacity of some students to pay, as was historically the case with transfer and international students. As anticipated, roughly 90 percent of each class has continued to be admitted on a need-blind basis, and just under a third of the University's tuition charges go to financial aid. The percentage of incoming first-year students receiving a Pell grant grew during the first years of this initiative, from 15 percent in FY '14 to 22 percent in FY '16. However, we lost these gains in FY '17 as the Pell number returned to 15 percent. Wesleyan has remained committed to meeting the full demonstrated financial need of admitted students without increasing required student indebtedness. Wesleyan expects to build a more generous and sustainable financial aid program over time by raising more funds for the portion of the endowment devoted to financial aid, while in addition using other endowment funds strategically to keep future tuition increases from becoming outsized.

The past five years have seen changes in how the Office of Student Affairs provides services and learning opportunities that support students' work in the classroom and enrich their lives outside it. Resident Advisors (RAs) continue to create activities for their students and build community, but, where this used to be their primary duty, now their primary charge is to meet one on one with each of their students on a monthly basis. These monthly conversations address the specific learning objectives of the Office of Student Affairs (fostering critical thinking, effective citizenship, diversity, self-empowerment and life skills, effective communication, and Title IX compliance) and provide an opportunity for each student to reflect on their accomplishments as well as brainstorm opportunities for future growth. Survey data shows that students continue to express satisfaction with their relationships to their RAs—this despite the fact that RAs have also become more active in addressing policy violations, which naturally creates tension.

In principle, Program Housing creates communities among students (after the first year) based upon shared interests, but the actual programming in these theme houses has been haphazard. The Office of Student Affairs has been considering how to incentivize making that programming more robust.

The “Residential College” program—embedding faculty in dorms—was an experiment (now discontinued) that contained promising elements similar to those of our long-established Learning & Living Seminars, but the longer-term residencies proved challenging (as students preferred to live somewhere else during their sophomore

year) and a survey of Residential College residents did not reflect the increase in pre-major satisfaction hoped for. The Office of Student Affairs continues to develop plans to be intentional about using faculty in cocurricular learning, and, in the coming year, will partner with the Office of Academic Affairs in developing a proposal for one or more hybrid faculty positions that would have both teaching and cocurricular responsibilities.

Although the Office of Student Affairs had for many years incorporated common reading assignments into the new student orientation program, it moved last year to a single common text for the entire class in an effort to reinforce a common threshold experience. The choice of book (*The New Jim Crow: Mass Incarceration the Age of Colorblindness*) proved to be a great success, leading in November to five student workshops and a staff workshop on themes related to the role of the criminal justice system in the devastation of Black America. This year, students in the incoming class will read *Citizen: An American Lyric* by Claudia Rankine, and Ms. Rankine will be on campus to give a lecture during new student orientation.

Supervisory responsibility for the Office of Public Safety, which had experienced a number of difficult interactions with students and lost their confidence, was moved to the Office of Student Affairs from the Office of Finance and Administration. Since then, a new director has been hired, the office has been rebranded (including a new mission statement, uniforms, and logo), and there is renewed focus on relationship building/community policing. The Office of Public Safety has become much more proactive in terms of sharing information, collecting feedback from constituents, proactively addressing safety and security issues, and making policies more transparent. It has implemented a dedicated dispatch function and is currently in the process of upgrading technology (computerized reporting systems, cameras, card access systems, etc.). Outside consultant Margolis Healy conducted an external review of the office, and most of its recommendations have now been implemented.

Residential fraternities have been a part of student life here for decades, and at the time of our last accreditation the one fraternity refusing to join the program housing system had finally agreed to do so. The expectation was that this would allow for clearer and more consistent expectations regarding Greek life at Wesleyan. However, it was not long before the situation deteriorated. Poor student behavior at Psi U and Beta led to their closure—with the Beta national revoking the Wesleyan chapter. DKE was closed due to its failure to comply with a 2015 mandate to co-educate and decided to pursue a lawsuit against the University. Psi U, which did choose to co-educate, reopened in the fall of 2016. The turmoil surrounding the residential fraternities has had a number of effects over the past years. One has been the reduction of large “party spaces” available to students. Through funds directed through the WSA, the University has attempted to help students fulfill these social functions in other ways, but it remains an open question whether the size and character of these spaces can or should be replicated.

The past five years have seen significant work at the University on Title IX compliance and sexual violence prevention. Over the past five years, nearly all faculty and staff have undergone a two-hour Title VII/Title IX workshop. Incidents of sexual misconduct reported to the University jumped from one in 2012 and 17 in 2013 to 44 in 2014, then dropped to 17 in 2015 and 21 in 2016. The University continues to work to improve our support for survivors, as well as to improve our reporting and adjudication procedures. In October 2016, however, it became public that an Associate Dean of Student Affairs had been terminated over the summer for failing to disclose the fact that he had previously been fired for grossly inappropriate behavior—leading to an outcry among students (see Standard 9). In spring 2017 the Victim Rights Law Center delivered a comprehensive report on how our Title IX policies and practices have been affecting students, faculty, and staff. It is clear the University has work to do to ensure that staff roles are appropriate and clear and that policies and procedures are better understood. Specific recommendations for building trust in our staff and reducing complexity are being considered by appropriate committees.

The work of the Making Excellence Inclusive (MEI) initiative—designed to promote discussion and action around bias, prejudice, and privilege—transitioned into that of the President’s Equity Task Force. Its recommendations for next steps in promoting Equity & Inclusion included the creation of a Resource Center, scheduled to open in fall 2017, and even more attention and resources devoted to the recruitment and retention of diverse faculty and

staff. A newly formed Equity & Inclusion Steering Committee, comprised of students, staff, faculty, and Board of Trustee members, is charged with overseeing the implementation of these (and other) recommendations. A new staff position, Dean for Equity & Inclusion, recently filled by someone with extensive experience in anti-bias education in and out of the classroom, will also help to foster Equity & Inclusion on campus.

Class deans have been using the Learning and Study Skills Inventory (LASSI) survey with students having academic difficulty (i.e., on academic discipline) over the past several years. Although the instrument was useful in generating discussion between the student and the class dean, its utility as an assessment tool of academic performance was not clear. The class deans are now studying the demographics, characteristics, and circumstances of students on academic discipline, as well as the interventions needed to support students' move from an academic discipline status to "good standing."

The Office of Student Academic Resources has been expanded over the past few years to meet the growing demands from students with physical, psychiatric, and learning disabilities. The dean overseeing this office is a national expert on accommodations for students with food allergies and has collaborated with our dining services to implement the national FARE standards on our campus. Over the past year, peer tutoring services have more than doubled—from 230 students matched with a peer tutor in 2015–2016 up to 478 students matched with a peer tutor in 2016–2017. In recent years, the office has also received requests from a growing number of students seeking permission to have emotional support animals on campus. To manage the growing need for accommodations at the broader campus-wide level, an institutional committee on accessibility was formed in summer 2016 to oversee continuing improvements in accessibility for students, as well as faculty and staff.

Over the past five years, student demands on Counseling and Psychological Services (CAPS) have continued to grow. The team has expanded and diversified the staff with recent hires. Half of the full-time staff are therapists of color, and there is now also a strong LGBTQ representation. Although individual therapy continues to occupy the vast majority of their time, the team has embraced a community mental health model and does much more outreach and education than in the past. CAPS now actively participates in the Students at Risk Committee and conducts threat assessments when necessary.

Usage rates of alcohol and illegal drugs, with the exception of marijuana use, have remained consistent with those of our NESCAC peers (according to the biennial NESCAC AOD survey). After 11 students were sickened in February 2015 from a substance believed to be "Molly," CAPS formed an Illegal Drug Task Force to see what steps the University should take. The task force found most promise in one-on-one counseling and brief motivational interventions, as well as support for students who are in recovery, and for those choosing not to use in an atmosphere in which peer pressure often leads to alcohol and drug use. Wesleyan's director of health education does some of this work currently, but capacity is limited, as she is the only person in her office. Recommendations include increasing the availability of Brief Motivational Intervention sessions for marijuana through WesWell and contracting local therapists to provide individual and group-level treatment for substance abuse. This fall CAPS will pilot a partnership with ProtoCall Services, Inc., a contractor who provides direct remote access to certified therapists during hours when CAPS is closed and/or when our in-house therapists are unavailable. The task force also recommended expanding the Bystander Intervention program (equipping students with the skills to step in and stop risky and harmful behaviors) to include other drugs, creating a social norms marketing campaign to correct misperceptions of drug use at Wesleyan, and increasing awareness among students of the possible judicial and/or legal consequences of alcohol and drug abuse. A \$4.2 million gift in the This is Why fundraising campaign provided CAPS with resources to hire a new alcohol and drug educator in WesWell. While survey data from the Class of 2019 indicated a drop in high-risk alcohol and illegal drug use, CAPS will study data from the incoming classes to determine if 2019 was the beginning of a trend or an errant data point.

The Office of Student Affairs maintains a dashboard with 10 measures—from graduation rate to judicial violations to CAPS utilization—together with senior survey satisfaction percentages in important areas, so that results

can be compared year to year. But these “results” do not necessarily reflect the “impact” of the efforts made by staff, and the Office of Student Affairs is in the process of revising its assessment strategies, measures, and dashboard for the purpose of better assessing its work. The 2022 self-study will certainly focus on the success of this effort.

The Office of Graduate Student Services has been gathering data from students via exit interviews and using this data to improve both student experience and outcomes. For example, the information garnered in these interviews, along with the realization that some students needed additional time to complete their research and thesis, has led the office to implement new orientation and support programs. Additionally, academic support (especially writing support for students working on thesis projects) and career workshops have been introduced based on student feedback. The Office of Academic Affairs developed an exit survey that will provide useful data on these and other issues in future years.

It’s easy to be proud of what Wesleyan sports teams have achieved in recent years, including NESCAC championships in softball, lacrosse, football, baseball, and basketball. In 2012–2013, four of our athletes won NESCAC Player of the Year honors, exceeding the University’s total in all prior years; and there have been six more since. Having achieved success in the high-profile men’s sports, the Department of Athletics will be devoting increased attention to women’s teams, which so far have not enjoyed the success achieved by the men. That said, the past three years have seen back-to-back women’s singles national NCAA tennis championships, and last fall the women’s crew won first place at the Head of the Charles Regatta. In spring 2017, the Department of Athletics conducted an internal self-study in preparation for an external review in the fall.

“Develop civic engagement opportunities across the University” is a strategy in *Wesleyan 2020*, and this has been pursued with much success through the creation of the Patricelli Center for Social Entrepreneurship (dedicated to supporting students and alumni who create programs, businesses, and organizations that advance the good of the world) and the Jewett Center for Community Partnerships (which now contains the Office of Community Service and Volunteerism, the Green Street Teaching and Learning Center, the Center for Prison Education, and WESU 88.1FM). These centers joined forces to offer substantial advising and sustaining support to the Wesleyan Doula Project, which has trained almost 70 students and 10 community members to work as abortion doulas, partners with two clinics in Connecticut to provide pro bono care, and is currently working with students at Oberlin College who want to replicate the model there. In recent years, course offerings in both these centers have been enhanced. The Patricelli Center for Social Entrepreneurship now offers fellowships that are year long, cohort style, and project based. The Jewett Center for Community Partnerships, which has added the position of Assistant Director to support civic engagement opportunities, piloted the now centrally funded position of “Civic Engagement Fellow,” focused on supporting and sharing information about civic engagement at Wesleyan, and the Nonprofit Board Residency, which is a first-of-its kind program at the undergraduate level.

Both of these centers are housed within the Allbritton Center, which serves as the hub of civic engagement here and provides students the opportunity to reflect upon their civic activities and integrate them with their academic work. A notable example is the Civic Engagement Certificate program, which has been strengthened in recent years. To obtain this certificate, students study the workings of democratic processes in class, participate in approved civic activities to gain first-hand experience, and then make connections between the two. A student who pursued this certificate is Taylor McClain ’17. Interested in questions of racism, she volunteered through the Jewett Center’s Woodrow Wilson Tutoring Program, participated in Operation Help or Hush’s Ferguson Alternative Spring Break with support from the Allbritton Center, and took two courses through the Patricelli Center for Social Entrepreneurship. She is now preparing to graduate from Wesleyan and has been selected for a competitive Coro Fellowship in Public Affairs. Her experience is one of many reflecting the opportunities and support offered by these new Centers—Patricelli, Jewett, Allbritton—which together have changed the nature of Wesleyan by adding structure to make the most of good intentions.

**Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)**

	3 YEARS PRIOR (FY 2014)	2 YEARS PRIOR (FY 2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)
NUMBER OF FACULTY BY CATEGORY				
Full-time	338	352	369	372
Part-time	47	44	56	52
Adjunct				
Clinical				
Research				
Visiting				
Other; specify below:				
TOTAL	385	396	425	424
PERCENTAGE OF COURSES TAUGHT BY FULL-TIME FACULTY				
	11.27%	12.03%	15.23%	13.14%
NUMBER OF FACULTY BY RANK, IF APPLICABLE				
Professor	120	125	120	122
Associate	63	62	59	65
Assistant	69	71	71	70
Instructor	0	0	0	1
Other; specify below:				
Without rank	133	138	175	166
TOTAL	385	396	425	424
NUMBER OF ACADEMIC STAFF BY CATEGORY				
Librarians	16	16	17	14
Advisors				
Instructional Designers	1	1	3	3
Other; specify below:				
TOTAL	17	17	20	17
<i>Please enter any explanatory notes in the box below</i>				
CPI staff are reported as instructional designers; ACMs are not.				

**Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)**

	3 YEARS PRIOR (FY 2014)		2 YEARS PRIOR (FY 2015)		1 YEAR PRIOR (FY 2016)		CURRENT YEAR (FY 2017)	
	FT	PT	FT	PT	FT	PT	FT	PT
NUMBER OF FACULTY APPOINTED								
Professor	0	0	1	0	0	0	1	0
Associate	0	0	0	0	0	0	1	0
Assistant	12	0	9	0	13	0	13	0
Instructor	0	0	0	0	0	0	0	0
No rank	3		2		2			
Other	0	0	0	0	0	0	0	0
TOTAL	15	0	12	0	15	0	15	0
NUMBER OF FACULTY IN TENURED POSITIONS								
Professor	120	0	124	1	120	0	121	2
Associate	63	0	62	0	59	0	65	0
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
TOTAL	183	0	186	1	179	0	186	2
NUMBER OF FACULTY DEPARTING								
Professor	2	0	0	0	2	0	2	0
Associate	1	0	2	0	1	0	3	0
Assistant	3	0	3	0	3	0	3	0
Instructor	0	0	1	0	0	0	0	0
No rank	3				2			
Other	0	0	0	0	0	0	0	0
TOTAL	9	0	6	0	8	0	8	0
NUMBER OF FACULTY RETIRING								
Professor	6	0	2	0	8	0	4	0
Associate	1	0	0	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0
Instructor	0	0	0	0	0	0	0	0
No rank	1	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
TOTAL	8	0	2	0	8	0	4	0
<i>Please enter any explanatory notes in the box below</i>								

STANDARD SIX: TEACHING, LEARNING, AND SCHOLARSHIP

Wesleyan has recently confirmed its commitment to the scholar-teacher model by rationalizing and improving its policies and procedures for tenure and promotion and faculty recruitment. In 2014–2015, the Faculty Advisory Committee reviewed the official statement of tenure and promotion expectations for each and every department and program that houses tenured faculty lines with a faculty appointment. The revisions ensure that each statement explicitly covers all expectations related to teaching, scholarship, and collegiality at the time of tenure review and at the time of promotion to either associate or full professor. The revised statements are all available on the [Info from the VPAA web page](#), and the appropriate statement is provided to every new tenure-track faculty hire.

As immigration and equal opportunity laws have changed in recent years, Wesleyan has updated its policies and procedures for faculty recruitment. We have instituted a template job description for faculty positions, and all postings now go through a formal review and approval process to ensure that the posting meets all of the new requirements, including the current EEO statement, a description of the minimum requirements for the job (usually PhD in a specific field), and a list of basic job duties. The Office for Equity & Inclusion is involved in every hiring process to ensure that a diverse applicant pool has been sought and considered, and that search committees participate in anti-bias training.

Wesleyan has increased its support of faculty research and scholarship in the natural sciences by investing in scientific instrumentation over the past few years. In 2015, a plan was put into place to ensure the maintenance and replacement of Wesleyan's computer cluster, and in 2016–2017, Wesleyan committed new resources to science equipment for teaching labs, leading to significant purchases in four departments. This program of increased support is intended to be ongoing, though of course it will depend on availability of funds. Faculty scholarship is also encouraged by Wesleyan's generous sabbatical and leave policy, teaching loads, and awarding of over \$500,000 each year to faculty through the Grants in Support of Scholarship program.

In 2015, Wesleyan added a new category of faculty: Professor of the Practice (PoP). This new position is focused on teaching, with no set research/scholarship expectation or sabbatical accrual. Over the previous few years, we found that we were hiring more multi-year visiting faculty, as well as renewing contracts for faculty who were initially hired for one year. PoP appointments begin with a three-year contract, which provides greater stability for the instructor and greater continuity for the institution than previous visiting positions have provided, while allowing greater long-term curricular flexibility than tenure-track lines provide. So far, we have hired 14 Professors of the Practice: eight at the assistant level, three at the associate level, and three at the full professor level. Most of these hires were conversions of ongoing visiting faculty into this more stable position.

Wesleyan is in the process of expanding the faculty overall by adding a total of 14 new lines—six new tenure-track lines and eight new PoP lines—over the next four years. This expansion will enhance our teaching strength by helping to reduce class sizes and providing more opportunities for students to work with faculty on capstone projects and research experiences. It will also allow for more courses in new areas and for more experimentation with new pedagogies.

Wesleyan has been paying more attention to pedagogy over the past few years. In 2014–2015, Wesleyan launched a new Center for Pedagogical Innovation and Lifelong Learning (CPI). The Center's mission is to support pedagogical innovation at Wesleyan in all its forms. Specific goals include incubating pedagogical innovation, building capacity among faculty and instructional staff for delivering innovative instructional materials, strategies, or programs, and helping with assessment of student learning outcomes. The Center includes the Office of Faculty Career Development, which is run by a faculty director; and Instructional Design and Development, which has three full-time staff, plus a part-time administrative assistant. In the past two years, we awarded over \$24,000 in 12 innovation grants to 14 faculty who requested funds to support innovative pedagogy in their classes.

The CPI Instructional Design staff has worked with over 30 faculty (across the divisions) in developing new project-based or active learning versions of courses. The CPI will continue to encourage a broad range of faculty to

experiment with such student-focused pedagogical practices and to design inclusive instructional strategies addressing all learners, including those with cognitive or physical disabilities (Universal Design for Instruction). CPI staff has also worked with over 35 faculty who wanted assistance implementing a mid-term assessment during a course, wanted to consult regarding course design, or wanted to integrate new technology into their courses.

Through Pilot Programs we have experimented with an intensive semester in which students take each of the four courses (a full semester load) consecutively in three-week intensive blocks. Faculty get to see how their courses can be run along project-based lines over an intensive three-week schedule; students get to experience what it is like to focus exclusively on a single course over a three-week period. This experiment has led us to consider incorporating more short-duration courses into our curricular structure on a regular basis.

Another pilot program underway is a digital storytelling project. Here we are developing an infrastructure of student support for student video projects similar to the infrastructure that currently exists through the Quantitative Analysis Center for students working on data projects. Once we have a set of students able to support and mentor students to create digital projects, faculty will be able to integrate these kinds of pedagogical projects into courses across the curriculum in place of some of the traditional papers or presentations students currently produce.

Advising is seen as a crucial part of teaching and learning at Wesleyan, and the University has been making significant efforts in this area, as was discussed in detail in *Response to NEASC Area of Special Emphasis: Advising*.

Standard 7: Institutional Resources (Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed. If your institution does not submit IPEDS, visit this link for information about how to complete this form: https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 YEARS PRIOR (FY 2014)			2 YEARS PRIOR (FY 2015)			1 YEAR PRIOR (FY 2016)			CURRENT YEAR (FY 2017)		
	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL	FT	PT	TOTAL
Instructional Staff	338	47	385	352	44	396	369	56	425	372	52	424
Research Staff			0	0	0	0	0	0	0	0	0	0
Public Service Staff			0	0	0	0	0	0	0	0	0	0
Librarians	16		16	16		16	17	0	17	14	0	14
Library Technicians	19	1	20	18	1	19	20	0	20	19	0	19
Archivists, Curators, Museum staff	8	0	8	7	0	7	7	0	7	7	0	7
Student and Academic Affairs	44	1	45	42	2	44	39	2	41	37	2	39
Management Occupations	69	2	71	69	1	70	58	0	58	60	0	60
Business and Financial Operations	65	2	67	68	1	69	80	0	80	81	0	81
Computer, Engineering and Science	72	17	89	77	21	98	80	2	82	79	1	80
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	44	3	47	44	4	48	49	5	54	49	5	54
Healthcare Practitioners and Technical	6	4	10	6	6	12	9	8	17	10	7	17
Service Occupations	47	3	50	45	3	48	47	2	49	42	3	45
Sales and Related Occupations	3	0	3	3	0	3	2	0	2	2	0	2
Office and Administrative Support	112	7	119	114	7	121	119	3	122	120	2	122
Natural Resources, Construction, Maintenance	36	0	36	37	0	37	39	0	39	43	0	43
Production, Transportation, Material Moving	8	0	8	8	0	8	10	0	10	10	0	10
TOTAL	887	87	974	906	90	996	945	78	1,023	945	72	1,017
<i>Please enter any explanatory notes in the box below</i>												

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

FISCAL YEAR ENDS - MONTH & DAY: (/)	2 YEARS PRIOR (FY 2014)	1 YEAR PRIOR (FY 2015)	MOST RECENT YEAR (FY2016)	PERCENT CHANGE	
				2 YRS-1 YR PRIOR	1 YR-MOST RECENT
ASSETS (IN 000S)					
Cash and Short Term Investments	\$76,298,000	\$75,338,000	\$111,234,000	-1.3%	47.6%
Cash held by State Treasurer					
Deposits held by State Treasurer					
Accounts Receivable, Net	\$3,009,000	\$2,526,000	\$4,167,000	-16.1%	65.0%
Contributions Receivable, Net	\$27,479,000	\$22,010,000	\$31,545,000	-19.9%	43.3%
Inventory and Prepaid Expenses	\$549,000	\$1,944,000	\$1,407,000	254.1%	-27.6%
Long-Term Investments	\$792,778,000	\$833,879,000	\$798,418,000	5.2%	-4.3%
Loans to Students	\$7,644,000	\$7,357,000	\$6,695,000	-3.8%	-9.0%
Funds held under bond agreement					
Property, plants, and equipment, net	\$306,167,000	\$310,233,000	\$313,625,000	1.3%	1.1%
Other Assets	\$1,716,000	\$789,000	\$845,000	-54.0%	7.1%
TOTAL ASSETS	\$1,215,640,000	\$1,254,076,000	\$1,267,936,000	3.2%	1.1%
LIABILITIES (IN 000S)					
Accounts payable and accrued liabilities	\$13,247,000	\$15,127,000	\$15,374,000	14.2%	1.6%
Deferred revenue & refundable advances	\$2,751,000	\$2,470,000	\$2,939,000	-10.2%	19.0%
Due to state					
Due to affiliates					
Annuity and life income obligations	\$8,476,000	\$8,302,000	\$9,608,000	-2.1%	15.7%
Amounts held on behalf of others					
Long-term investments	\$216,272,000	\$214,560,000	\$282,032,000	-0.8%	31.4%
Refundable government advances	\$5,331,000	\$5,331,000	\$5,331,000	0.0%	0.0%
Other long-term liabilities	\$40,108,000	\$35,307,000	\$35,654,000	-12.0%	1.0%
TOTAL LIABILITIES	\$286,185,000	\$281,097,000	\$350,938,000	-1.8%	24.8%
NET ASSETS (IN 000S)					
UNRESTRICTED NET ASSETS	\$327,168,000	\$345,818,000	\$301,496,000		
Institutional					
Foundation					
Total	\$0	\$0	\$0		
TEMPORARILY RESTRICTED NET ASSETS	\$345,178,000	\$353,001,000	\$311,203,000		
Institutional					
Foundation					
Total	\$0	\$0	\$0		
PERMANENTLY RESTRICTED NET ASSETS	\$257,109,000	\$274,160,000	\$304,299,000		
Institutional					
Foundation					
Total	\$0	\$0	\$0		
TOTAL NET ASSETS	\$929,455,000	\$972,979,000	\$916,998,000	4.7%	-5.8%
TOTAL LIABILITIES AND NET ASSETS	\$1,215,640,000	\$1,254,076,000	\$1,267,936,000	3.2%	1.1%
<i>Please enter any explanatory notes in the box below</i>					

Standard 7: Institutional Resources (Statement of Revenues and Expenses)

FISCAL YEAR ENDS - MONTH & DAY: (/)	3 YEARS PRIOR (FY2014)	2 YEARS PRIOR (FY2015)	MOST RECENTLY COMPLETED YEAR (FY 2016)	CURRENT YEAR (FY 2017)	NEXT YEAR FORWARD (FY 2018)
OPERATING REVENUES (IN 000S)					
Tuition and fees	\$148,962,000	\$152,937,000	\$152,211,000	\$154,950,798	\$160,683,978
Room and board	\$40,306,000	\$41,627,000	\$41,545,000	\$42,001,995	\$43,556,069
Less: Financial aid	-\$53,112,000	-\$55,278,000	-\$55,044,000	-\$57,135,672	-\$61,535,119
Net student fees	\$136,156,000	\$139,286,000	\$138,712,000	\$139,817,121	\$142,704,928
Government grants and contracts	\$7,763,000	\$9,324,000	\$8,693,000	\$8,693,000	\$8,693,000
Private gifts, grants and contracts	\$10,407,000	\$9,220,000	\$10,675,000	\$15,250,000	\$15,814,250
Other auxiliary enterprises					
Endowment income used in operations	\$30,032,000	\$31,618,000	\$34,169,000	\$36,208,000	\$38,738,000
Other revenue (specify):	\$9,427,000	\$7,977,000	\$7,015,000	\$7,155,300	\$7,155,300
Other revenue (specify):					
Net assets released from restrictions	\$2,355,000	\$2,214,000	\$3,765,000	\$3,862,890	\$3,862,890
TOTAL OPERATING REVENUES	\$196,140,000	\$199,639,000	\$203,029,000	\$210,986,311	\$216,968,368
OPERATING EXPENSES (IN 000S)					
Instruction	\$88,584,000	\$93,618,000	\$100,905,000	\$104,431,023	\$108,608,264
Research	\$7,753,000	\$7,777,000	\$8,350,000	\$8,380,105	\$8,380,105
Public Service	\$0	\$0	\$0		
Academic Support	\$10,554,000	\$10,327,000	\$10,716,000	\$11,038,629	\$11,369,787
Student Services	\$11,298,000	\$11,658,000	\$12,191,000	\$12,672,983	\$13,053,172
Institutional Support	\$23,724,000	\$24,732,000	\$26,303,000	\$26,518,812	\$27,314,377
Fundraising and alumni relations					
Operation, maintenance of plant (if not allocated)					
Scholarships and fellowships (cash refunded by public institution)					
Auxiliary enterprises	\$42,742,000	\$43,683,000	\$43,256,000	\$44,535,093	\$46,182,891
Depreciation (if not allocated)					
Other expenses (specify):					
Other expenses (specify):					
TOTAL OPERATING EXPENDITURES	\$184,655,000	\$191,795,000	\$201,721,000	\$207,576,645	\$214,908,596
CHANGE IN NET ASSETS FROM OPERATIONS	\$11,485,000	\$7,844,000	\$1,308,000	\$3,409,666	\$2,059,772
NON OPERATING REVENUES (IN 000S)					
State appropriations (net)					
Investment return	\$75,845,000	\$13,877,000	-\$67,425,000	\$35,575,864	\$45,163,993
Interest expense (public institutions)					
Gifts, bequests and contributions not used in operations	\$30,524,000	\$23,244,000	\$35,955,000	\$42,250,000	\$32,700,000
Other (specify): Loss on Extinguishment of Debt			-\$20,937,000		
Other (specify): Change in value of Split Interest Agreement	-\$1,628,000	-\$993,000	-\$2,322,000		
Other (specify): Postretirement benefit obligation changes	-\$1,902,000	-\$448,000	-\$2,560,000		
NET NON-OPERATING REVENUES	\$102,839,000	\$35,680,000	-\$57,289,000	\$77,825,864	\$77,863,993
INCOME BEFORE OTHER REVENUES, EXPENSES, GAINS, OR LOSSES	\$114,324,000	\$43,524,000	-\$55,981,000	\$81,235,530	\$79,923,765
Capital appropriations (public institutions)					
Other (specify):					
TOTAL INCREASE/DECREASE IN NET ASSETS	\$114,324,000	\$43,524,000	-\$55,981,000	\$81,235,530	\$79,923,765

Standard 7: Institutional Resources (Statement of Debt)

FISCAL YEAR ENDS MONTH & DAY (/)	3 YEARS PRIOR (FY2014)	2 YEARS PRIOR (FY2015)	MOST RECENTLY COMPLETED YEAR (FY2016)	CURRENT YEAR (FY2017)	NEXT YEAR FORWARD (FY2018)
DEBT					
Beginning balance	\$217,921,426	\$216,272,393	\$214,560,302	\$395,939,162	\$395,212,561
Additions	\$659,781	\$681,342	\$187,178,607	\$0	\$0
Reductions	(\$989,253)	(\$1,030,749)	(\$5,799,747)	(\$726,601)	(\$750,346)
Ending balance	\$217,591,954	\$215,922,986	\$395,939,162	\$395,212,561	\$394,462,215
Interest paid during fiscal year	\$8,422,000	\$8,542,000	\$8,717,000	\$12,811,000	\$12,788,000
Current Portion					
BOND RATING	Aa3/AA	Aa3/AA	Aa3/AA	Aa3/AA	Aa3/AA
DEBT COVENANTS:					
<i>(1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met.</i>					
N/A					
LINE(S) OF CREDIT: LIST THE INSTITUTIONS LINE(S) OF CREDIT AND THEIR USES.					
The University has a \$40 million revolving loan with JPMorgan Chase Bank that terminates on April 28, 2017 but is expected to be renewed. It is used to supplement liquidity needs.					
FUTURE BORROWING PLANS (PLEASE DESCRIBE)					
None					
<i>Please enter any explanatory notes in the box below</i>					

Standard 7: Institutional Resources (Supplemental Data)

FISCAL YEAR ENDS MONTH & DAY (/)	3 YEARS PRIOR (FY2014)	2 YEARS PRIOR (FY2015)	MOST RECENTLY COMPLETED YEAR (FY2016)	CURRENT YEAR (FY2017)	NEXT YEAR FORWARD (FY2018)
NET ASSETS					
Net assets beginning of year	\$815,131,000	\$929,455,000	\$972,979,000	\$916,998,000	\$998,233,530
Total increase/decrease in net assets	\$114,324,000	\$43,524,000	(\$55,981,000)	\$81,235,530	\$79,923,765
Net assets end of year	\$929,455,000	\$972,979,000	\$916,998,000	\$998,233,530	\$1,078,157,295
FINANCIAL AID					
SOURCE OF FUNDS					
Unrestricted institutional	\$50,718,000	\$53,308,000	\$53,497,000	\$55,529,886	\$60,472,970
Federal, state and private grants	\$2,323,000	\$1,851,000	\$1,441,000	\$1,441,000	\$1,441,000
Restricted funds	\$71,000	\$119,000	\$106,000	\$106,000	\$106,000
Total	\$53,112,000	\$55,278,000	\$55,044,000	\$57,076,886	\$62,019,970
% Discount of tuition and fees	35.7%	36.1%	36.2%	36.8%	38.6%
% Unrestricted discount					
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
PLEASE INDICATE YOUR INSTITUTION'S ENDOWMENT SPENDING POLICY:					
Wesleyan follows a spending policy known as the Tobin rule. This sets endowment spending as 70% based on the prior year's spending plus inflation (measured by the Higher Education Price Index (HEPI) as of June 30 of the past fiscal year) and 30% from 4.5% of the market value of endowment as of June 30 of the previous fiscal year.					
<i>Please enter any explanatory notes in the box below</i>					

STANDARD SEVEN: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

Wesleyan's Department of Human Resources reviews its policies yearly—receiving feedback from the Human Resources Advisory Board (a 12- to 15-person group representing larger staff units on campus), the Budget Working Group (a smaller group of high-level staff that approves new staff postings), and the Compensation and Benefits Committee (a standing faculty committee that meets regularly with the Provost, Human Resources, and the VP for Finance and Administration). These regular reviews have led to some significant investments in Wesleyan's human resources over the past few years. As discussed in the 2012 Self-Study Report, Wesleyan faculty salaries at the time had fallen behind those at other schools so that we no longer met our goal of salaries falling in the middle of our peer group. This shortfall has been addressed by increasing the salaries of our tenured and tenure-track faculty over a three-year period beginning in 2012–2013. This was achieved through annual one-time lump sum increases in addition to the regular across-the-board and merit increases, and our comparison data now shows us at or above the middle of our peer group for full professors, associate professors, and assistant professors. With our goal met, we have returned to the use of our regular across-the-board and merit increase process; we will, of course, continue to annually monitor salaries relative to those of our peer schools. Human Resources also regularly conducts salary reviews for staff to ensure that staff positions are appropriately compensated.

In addition to investing in faculty and staff salaries, in 2016–2017, Wesleyan demonstrated its commitment to using innovative hiring and retention strategies in order to diversify its faculty and staff by developing an explicit Opportunity Hire Policy. This policy facilitates the hiring of faculty and staff from underrepresented groups in situations when there is no current open position, but the individual has excellent qualifications and would make a positive impact on a program or the University. We have already hired a few faculty members under this policy; we have received a few applications from departments for staff opportunity hires, but as of yet none have met the policy guidelines.

Another Human Resources policy that Wesleyan recently clarified after requesting community feedback is the link between the rubric of our framework for planning, *Wesleyan 2020*, and the three to five goals that all staff must set for themselves as part of the annual performance review process. In the past, the policy stated that all staff goals must be tied to university goals, as framed in *Wesleyan 2020*. In 2016–2017, President Roth asked Human Resources to conduct a review of the employee goal-setting process. The feedback from staff consistently emphasized the importance and relevance of annual goal setting and performance reviews. However, the feedback also showed that the request to tie individual employee goals to the overarching goals of *Wesleyan 2020* occasionally felt forced. President Roth clarified that it is acceptable for staff to submit individual goals for the year without detailing the connection to *Wesleyan 2020*, as long as there is a discussion about the relationship during the goal-setting process.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

In the area of information resources, Wesleyan's library is currently going through a period of significant change. In order to make more effective use of space, the Art Library moved into Olin Library—leaving us with a total of two library facilities, Olin and the Science Library, rather than three. The 2014 departure of the University Librarian led to an extensive self-study of the library, as well as an external review. These reviews revealed significant assets but also significant challenges, particularly with respect to student engagement with library resources and the need to better manage those resources. After a national search, a new Caleb T. Winchester University Librarian was hired and began work in July 2016. We expect significant changes ahead, likely first in the internal organization of the library staff, and subsequently in the use of space within the library facilities.

There are also many changes ongoing in the area of physical resources. Since 2012, Wesleyan's facilities work has continued to focus on annual maintenance and renovation projects, some quite significant. The most significant

change was in the nature of the attention given to planning for the future. In 2014–2015, we worked with Sasaki Associates and Eastley+Partners to develop a set of principles to guide campus development over the next 20 years. (See Standard 2). A tremendously successful project influenced by these principles was the introduction of informal learning spaces in the Exley Science Center lobby. An austere marble hallway system that students hurried through has been transformed into an expansive area where students hang out, converse, and study, with a coffeehouse area nearby and additional outdoor seating on the previously unutilized patio area. This area is adjacent to another space improved since 2012: a 24/7 classroom and study space where tables, chairs, and computer equipment are easily movable. Designed with project-based learning in mind, this space is used extensively for classes and student study.

The work with Sasaki and Eastley+Partners involved consultation with all campus stakeholders, most especially students. A survey showed that Fisk Hall, one of the most heavily used classroom buildings on campus, was one of the least welcoming for students. It was dark and forbidding, and access to the bathrooms on the ground floor was through a dark and unwelcoming corridor. The first two floors of Fisk were renovated in summer 2016. Now bright, airy, and welcoming, these floors are home to two nascent programs: the Center for Pedagogical Innovation and the Center for Global Studies.

The Fisk renovation reminded us that, while exterior appearance is important, we cannot neglect the guts of our buildings—from plumbing to the mechanicals and the air handling. A number of our buildings create significant challenges. One, Wesleyan’s Davison Art Center/Richard Alsop IV House, is on the national register of historic places, but it has seen very little use for many years because the floor in some areas is unsafe. We also have a science building, Hall-Atwater, that is at the end of its useful life, and the envelope of Olin Library needs major work, which we have begun this summer.

In response to these challenges, we have begun to think about larger-scale projects, the kind that we have not undertaken since the renovation of the squash building referred to in our 2012 report. (That building, rededicated as Boger Hall in May 2016, received the Platinum LEED designation in Connecticut under the new standards.) These projects require a longer timeline, with several years of planning and resource development. In addition, we plan to add one million dollars annually, phased in over a few years, to our major maintenance budget to address some of the mechanical and envelope issues in our buildings.

As discussed in Standard 2, in all of our facilities planning Wesleyan has continued its focus on sustainability, as well as energy efficiency, and environmentally conscious energy projects. The University’s microgrid was completed in 2014, and in fall 2016 we completed the installation of a new 750 kW-AC solar farm that is expected to produce about five percent of Wesleyan’s annual electric consumption. Other examples include the photovoltaic systems at Freeman Athletic Center, Senior Houses, the Office of Admission and now the Long Lane Farm, which came online in October 2016; geothermal systems at two Senior Houses; and a 676 kW cogeneration unit at the Freeman Athletic Center. Finally, a rebuild of the cogeneration engine at the Central Power Plant, completed in February 2017, has added efficiency, reliability, and enhanced business continuity to the entire campus.

With respect to technological resources, the University has made major changes over the past few years. Upgrades to existing infrastructure (e.g., campus data center, wireless network, and classrooms) and adoption of cloud solutions for some critical services (e.g., Slate for the Office of Admission, Brightcove for video, Microsoft Office 365 for productivity) has standardized and improved these systems while increasing efficiency and capacity. In addition to optimizing core systems and services, we are now applying information technology personnel and systems to strategic institutional initiatives. An example is the implementation of data analytics to integrate academic data (including student data from courses, admission, and financial aid) with financial and human resources data to assess how we are serving our students in all departments and programs. (See Standard 2 for more information.) Like our peer institutions, we are discovering that this is a multi-year endeavor, replete with challenges of combining data from disparate systems and changing the culture of data sharing between business units.

Of course, there still are software applications that must be written internally—the most important of which is our “electronic portfolio,” which serves as a portal through which Wesleyan faculty, staff, and students access much of the information and services needed to support their campus activities. While the e-portfolio served us well for many years, its underlying code had become insecure and too cumbersome to maintain or upgrade. A complete rewrite of this system during 2016–2017 resulted in the launch of a new system, called WesPortal, which is much more secure and easier to use. The staff version was completed in fall 2016, while the student and faculty versions launched in spring 2017.

ITS has also recently been reorganized to better meet the needs of the University. As part of this restructuring, the Web development team, which had been part of ITS, now reports to the Office of University Communications. This better reflects ITS’s role of technical expertise in support of communications and marketing. There is a new position of Deputy CIO, and the Director of Academic Technology now reports to this position. Our Academic Technologists, who in the past had each been assigned to a particular academic division, are no longer divisionally assigned; instead they share expertise and work across divisional boundaries to align the most knowledgeable support person with the faculty member, regardless of the latter’s home department. We hope that these organizational changes will lead to more positive “customer service” experiences for the faculty and staff who need technological support.

FINANCIAL RESOURCES

Our overall goal since 2012 has been to increase our economic capacity so as to be able to pursue our institutional mission with renewed vigor and purpose, and in this we have made real progress. We have substantially reduced the annual spending draw on the endowment (in 2010 it was 7.30 percent, in 2013 it was 4.60 percent, and in 2016 it was 4.20 percent); increased the percentage of annual fundraising that is invested in the endowment (in 2011 it was 46 percent, and in years since it has ranged between 51 percent and 61 percent); and, most importantly, completed the most successful fundraising campaign in Wesleyan history. That campaign, launched at a time of national economic chaos, had as its goal \$400 million, considered overly ambitious by many. The campaign ended in June 2016, and thanks to the extraordinary generosity of alumni (and especially trustees) and the remarkable efforts of the Office of University Relations, the final tally was \$482 million, with 58 percent of the dollars raised going into the endowment, a major change from past practice. At the end of FY ’16 our net assets stood at \$917 million, a 52 percent increase from our 2010 net assets of \$603 million.

With respect to financial planning, we have a long-range (10-year) planning model that is reviewed and adjusted as necessary at every Board meeting. (For instance, we recently adjusted our endowment return expectation down from 8 to 7 percent.) The model includes eight revenue assumptions and 19 expenditure assumptions. In 2016, a Board working group with the title “Smooth Long-Range Plan and Assumptions” focused on projected surpluses and possible reallocation of resources to achieve strategic priorities. Since 2012, we have developed 20 KPIs to help the Administration and the Board to monitor how we are doing relative to various benchmarks.

Both S&P Global Ratings and Moody’s Investors Service were impressed by our economic model—giving Wesleyan credit ratings of AA stable and Aa3, respectively—and, in 2016, we successfully issued \$250 million of 100-year, fixed-rate taxable bonds, refinancing the majority of our existing debt. We determined this to be a historically unique opportunity to obtain long-term debt at a favorable rate (4.781 percent) and see this as a significant move toward solidifying our economic future. In the near-term, we no longer have to save for what would have been an impending balloon payment on our debt, and we have put aside \$2 million, which is projected to increase over the 100-year period so that it will be sufficient to pay off the entire principal. This means that we have freed up considerable resources (\$45 million) for a number of initiatives, including facilities projects. (See the concluding section, Institutional Plans.)

Since 2012, we have continued to review the effectiveness of our financial aid policy and practices, and, in addition to the changes mentioned in *Response to NEASC Area of Special Emphasis: Financial Resources*, we have

expanded our no-loan initiative to include families making as much as \$60,000 (before it was \$40,000) and reduced the student summer contribution.

We have continued to be on the lookout for new sources of revenue, and in recent years we have launched a Winter (January) Session, worked with Coursera on revenue-producing initiatives, and established a new master's degree program, the Institute for Curatorial Practice in Performance, from which we had our first graduates last year.

Last year, our Chief Financial Officer retired and was replaced by a colleague with considerable experience in the needs, processes, and internal control mechanisms of the institution. Our new CFO had been with the University in the capacity of Associate Vice President for Finance and Administration for 13 years. Over the past five years, we have continued to receive from auditors unqualified opinions showing no material weaknesses or significant deficiencies.

Standard 8: Educational Effectiveness (Undergraduate Retention and Graduation Rates)

STUDENT SUCCESS MEASURES/ PRIOR PERFORMANCE AND GOALS	3 YEARS PRIOR (FY 2013)	2 YEARS PRIOR (FY 2014)	1 YEAR PRIOR (FY 2015)	CURRENT YEAR (FY 2016)	NEXT YEAR FORWARD (GOAL) (FY 2017)
IPEDS RETENTION DATA					
Associate degree students					
Bachelors degree students	95%	96%	95%	94%	95%
IPEDS GRADUATION DATA (150% OF TIME)					
	2007	2008	2009	2010	
Associate degree students					
Bachelors degree students	92%	93%	94%	91%	92%
IPEDS OUTCOMES MEASURES DATA					
First-time, full time students	2007	2008	2009	2010	
Awarded a degree within six years	92%	93%	94%	91%	92%
Awarded a degree within eight years	92%	93%			
Not awarded within eight years but still enrolled	0%	0%			
First-time, part-time students					
Awarded a degree within six years	n/a	n/a	n/a	n/a	n/a
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/a
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/a
Non-first-time, full-time students					
Awarded a degree within six years	97%	93%			
Awarded a degree within eight years	97%	93%			
Not awarded within eight years but still enrolled	0%	0%			
Non-first-time, part-time students					
Awarded a degree within six years	n/a	n/a	n/a	n/a	n/a
Awarded a degree within eight years	n/a	n/a	n/a	n/a	n/a
Not awarded within eight years but still enrolled	n/a	n/a	n/a	n/a	n/a
OTHER UNDERGRADUATE RETENTION/PERSISTENCE RATES (ADD DEFINITIONS/METHODOLOGY IN #1 BELOW)					
1					
2					
3					
OTHER UNDERGRADUATE GRADUATION RATES (ADD DEFINITIONS/METHODOLOGY IN # 2 BELOW)					
1 Nonresident alien	96%	91%	91%	94%	
2 Hispanic/Latino	95%	91%	87%	86%	
3 Asian	91%	94%	100%	100%	
4 Black or African American	75%	93%	89%	90%	
5 White	92%	94%	94%	91%	
6 Two or more races	95%	83%	98%	94%	
Race and ethnicity unknown	89%	90%	100%	91%	
Pell recipients	94%	93%	90%	87%	
Subsidized Stafford, no Pell	89%	94%	97%	94%	
7 Neither Stafford nor Pell	92%	92%	95%	92%	
DEFINITION AND METHODOLOGY EXPLANATIONS					
Due to very small cell sizes, graduation rates are not shown for the following groups: American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander					

Standard 8: Educational Effectiveness (Student Success and Progress Rates and Other Measures of Student Success)

CATEGORY OF STUDENT/OUTCOME MEASURE	BACHELOR COHORT ENTERING		ASSOCIATE COHORT ENTERING		
	6 YEARS AGO	4 YEARS AGO	6 YEARS AGO	4 YEARS AGO	
FIRST-TIME, FULL-TIME STUDENTS					
Degree from original institution	93%	85%			
Not graduated, still enrolled at original institution	0%	7%			
Degree from a different institution	5%				
Transferred to a different institution	5%				
Not graduated, never transferred, no longer enrolled	1%				
FIRST-TIME, PART-TIME STUDENTS					
Degree from original institution	n/a	n/a			
Not graduated, still enrolled at original institution					
Degree from a different institution					
Transferred to a different institution					
Not graduated, never transferred, no longer enrolled					
NON-FIRST-TIME, FULL-TIME STUDENTS					
Degree from original institution	93%				
Not graduated, still enrolled at original institution	0%				
Degree from a different institution	5%				
Transferred to a different institution	5%				
Not graduated, never transferred, no longer enrolled	2%				
NON-FIRST-TIME, PART-TIME STUDENTS					
Degree from original institution	n/a	n/a			
Not graduated, still enrolled at original institution					
Degree from a different institution					
Transferred to a different institution					
Not graduated, never transferred, no longer enrolled					
Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 YEARS PRIOR (FY 2)	2 YEARS PRIOR (FY 2014)	1 YEAR PRIOR (FY 2015)	CURRENT YEAR (FY 2016)	NEXT YEAR FORWARD (GOAL) (FY 2017)
SUCCESS OF STUDENTS PURSUING HIGHER DEGREES (ADD DEFINITIONS/METHODOLOGY IN #1 BELOW)					
1 Continuing education		14	10	13	13
2 Seeking continuing education		1	2	1	1
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
	3 YEARS PRIOR (FY 2014)	2 YEARS PRIOR (FY 2015)	1 YEAR PRIOR (FY 2016)	CURRENT YEAR (FY 2017)	NEXT YEAR FORWARD (GOAL) (FY 2018)
1 Medical/dental/ veterinary school acceptance rates	66	60	55	61	61
2 Fulbright Program Fellowships: Grants/Applications		7/42	5/22	7/23	7
Definition and Methodology Explanations					
1 Success of students pursuing higher degrees is taken from Wesleyan's First Destinations Survey.					

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and Completion and Placement Rates
for Short-Term Vocational Training Programs)**

	3-YEARS PRIOR (FY 2)	2 YEARS PRIOR (FY 2)	1 YEAR PRIOR (FY 2)	MOST RECENT YEAR (FY 2)
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STATE LICENSURE EXAMINATION PASSAGE RATES

Name of exam	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED
1								
2								
3								

NATIONAL LICENSURE PASSAGE RATES

Name of exam	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED	# WHO TOOK EXAM	# WHO PASSED
1								
2								
3								

JOB PLACEMENT RATES

Major/time period	*	# OF GRADS	% WITH JOBS	# OF GRADS	# WITH JOBS	# OF GRADS	# WITH JOBS	# OF GRADS	# WITH JOBS
1 Class of 2016			71						
2 Class of 2015			67						
3 Class of 2014			77						

* Check this box if the program reported is subject to "gainful employment" requirements.

WEB LOCATION OF GAINFUL EMPLOYMENT REPORT (IF APPLICABLE)

--

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 YEARS PRIOR (FY 2)	2 YEARS PRIOR (FY2)	1 YEAR PRIOR (FY 2)	CURRENT YEAR (FY 2)	NEXT YEAR FORWARD (GOAL) (FY 2)
COMPLETION RATES						
1						
2						
3						
PLACEMENT RATES						
1						
2						
3						

Please enter any explanatory notes in the box below

Job placement rates are as of the December following graduation.
--

Standard 8: Educational Effectiveness (Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/Prior Performance and Goals	3 YEARS PRIOR	2 YEARS PRIOR	1 YEAR PRIOR	CURRENT YEAR	NEXT YEAR FORWARD (GOAL)
	(FY 2013)	(FY 2014)	(FY 2015)	(FY 2016)	(FY 2017)
MASTER'S PROGRAMS (ADD DEFINITIONS/METHODOLOGY IN #1 BELOW)					
Retention rates first-to-second year					
Graduation rates @ 150% time	100%	92%	64%	91%	87%
Average time to degree	2	2	2	2	2
Other measures, specify:					
DOCTORAL PROGRAMS (ADD DEFINITIONS/METHODOLOGY IN #2 BELOW)					
Retention rates first-to-second year	100%	100%	93%	90%	90%
Graduation rates @ 150% time	50%	79%	79%	71%	70%
Average time to degree	7	6	9	7	7
Other measures, specify:					
FIRST PROFESSIONAL PROGRAMS (ADD DEFINITIONS/METHODOLOGY IN #3 BELOW)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
DISTANCE EDUCATION (ADD DEFINITIONS/METHODOLOGY IN #4 BELOW)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
BRANCH CAMPUS AND INSTRUCTIONAL LOCATIONS (ADD DEFINITIONS/METHODOLOGY IN #5 BELOW)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					
DEFINITION AND METHODOLOGY EXPLANATIONS					
1	2-year graduation rates				
2	9-year graduation rates based on 6-year completion norm				

STANDARD EIGHT: EDUCATIONAL EFFECTIVENESS

In the text that follows, we describe the range of processes we use to collect information about the experiences of Wesleyan students as they relate to retention, graduation, and learning. Much of what we describe below bears on themes in President Roth’s December 2016 *Beyond 2020: Strategies for Wesleyan*. There he highlights our open curriculum, which asks students to own their educational experience by choosing their own academic itinerary, making their own selections among Wesleyan’s myriad opportunities to learn in the classroom and across disciplines—as well as through cocurricular activities. In line with our mission to provide “a liberal education characterized by boldness, rigor, and practical idealism,” we hope that all students who attend Wesleyan graduate on time with minimal debt, having participated in educational experiences intrinsically rewarding and beneficial to them beyond the University.

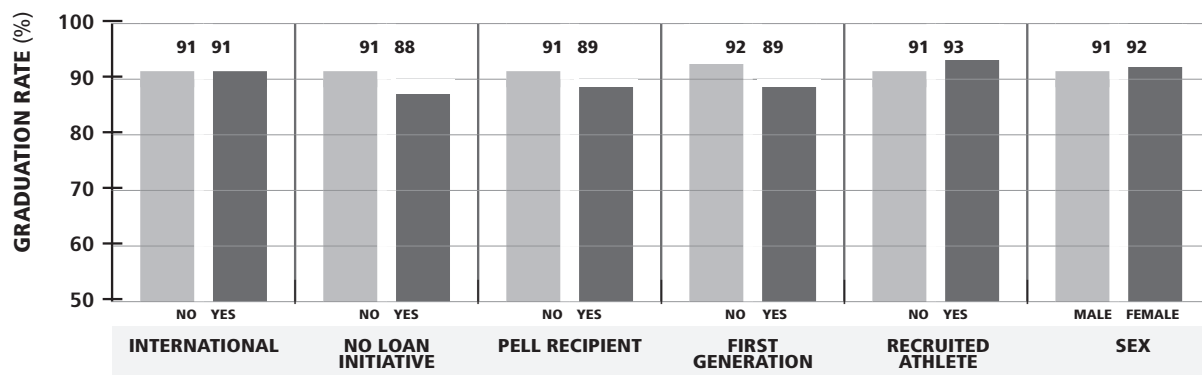
RETENTION AND GRADUATION RATES AND OTHER STUDENT EXPERIENCES

Wesleyan continues to successfully retain and graduate its undergraduate and graduate students. The percentage of first-time students who return to the University for a second year has held steady around 95 percent, while about 92 percent of incoming first-time students go on to graduate from Wesleyan within six years of their arrival (see Standard 8 Data First Form). Since 2012, graduation rates in Wesleyan’s master’s programs have been strong, (91 to 100 percent), with the exception of one cohort where this rate fell to 64 percent.ⁱ Among doctoral students, first-year retention is very strong (90 percent and above), while completion rates have typically fallen between 70 and 79 percent, with the exception of the “three-years prior” group identified in our Data First Forms, where the completion rate fell to 50 percent.

The stability we see in the retention and graduation rates for undergraduates overall is generally, but not always, reflected across all subgroups (see figure below). For example, the graduation rates of first-generation African American students who matriculated in 2006 or 2007 had atypically low graduation rates (79 percent and 76 percent, respectively). However, since then, graduation rates for Wesleyan’s African American undergraduates have rebounded and have ranged from 89 to 93 percent.

The graduation rate of students with the highest financial need trails that of other students by three percentage points, while graduation rates for first-generation college students or Pell recipients trails that of other students by two points. Conversely, students who were actively recruited to play a sport at Wesleyan graduate at a rate two percentage points above students who were not recruited (regardless of athletic participation status), and graduation rates show very little variation by the score used to rate students’ academic backgrounds as part of the admission process. While differences do prompt various interventions across the University, the small magnitude of these differences provides some reassurances about the success of those students who could be considered most at risk of leaving Wesleyan before earning a degree.

FIGURE 2 GRADUATION RATES FOR SELECT STUDENT CHARACTERISTICS, FALL 2005–11 FIRST-YEAR COHORTS



NOTE: Includes all first-year students entering Wesleyan from fall 2005 to 2011

ⁱ Since master’s programs are only two years in duration, we do not calculate retention rates.

The University continues to pursue pilot programs designed to support the success of first-generation students and students from underrepresented groups. First Things First is a two-day pre-orientation for 30 incoming first-generation students to meet peers while learning about available campus resources and benefiting from the experiences and knowledge of older first-generation students. WesMaSS, described in the Response to NEASC Area of Special Emphasis: Advising section, is a program for increasing the success of underrepresented students in the sciences.

The University has responded to increased concerns about Equity & Inclusion on campus by improving coordination across the Office for Equity & Inclusion, the Office of Student Affairs, and the Office of Academic Affairs, and implementing strategies aimed at increasing inclusion, sense of belonging, and success. As mentioned in Standard 5, one of these strategies is the planning for a new Resource Center that will open in fall 2017. The Vice President for Equity & Inclusion sits on the Cabinet, and the University has hired a full-time Dean for Equity & Inclusion and increased staffing in the office of counseling and psychological services, with a special emphasis placed on cultural competency.

ASSESSMENT OF STUDENT LEARNING

Since 2012, we have tried to bolster our system for assessing student learning. We have continually reviewed and sought to improve established processes for evaluating students' educational experience and curricular coherence. Recent examples include the revamping of the teaching evaluation system and our annual monitoring of students' completion of the General Education Expectations. We have also continued to examine data from surveys of incoming and current Wesleyan students and of Wesleyan alumni. Through our regular suite of surveys, we ask our current and former students about their development of select knowledge and skill sets at four points in time: as they arrive on campus (Survey of New Students), while they are enrolled (Enrolled Students Survey), when they are graduating (Senior Survey), and after they have graduated (Alumni Survey). While we do not administer each of these surveys every year, nor to all students, and while response rates for each vary,ⁱⁱ the surveys provide us with an important starting point for identifying the strengths and weaknesses of the Wesleyan curriculum and provide direction as we begin to design direct assessment projects.

We have generated new opportunities for pedagogical and curricular innovation, as well as more nuanced assessment work at the course, department, and university level. We have accomplished this through the creation of new centers, like the Center for Pedagogical Innovation (CPI) (described in Standard 6) and the Center for Global Studies (CGS), and the expansion of older institutional structures, like the Quantitative Analysis Center (QAC) and the First Year Seminars (FYS). We have also created new positions: a Director of Instructional Design; an Associate Director of Assessment; an Associate Director of Fellowships, Internships, and Exchanges; and an Assistant Director of Language and Intercultural Learning. These positions sit within the CPI, Institutional Research, and the CGS. We have also formalized the position of Director of Academic Writing, which supports the teaching of writing in the FYS and in the curriculum more generally.

We note that these new positions and centers have been created through Wesleyan's new money request process. This is a yearly procedure that allows groups to request funding for pilot programs, typically for an initial three-year period. That process has always focused heavily on assessment of success, with interim and final reports required before a decision is made on permanent funding. Thus, we do not yet have permanent funding for all of these additions, but we hope their creation will facilitate our unrolling of a new, flexible competency framework to guide projects related to teaching and learning and provide the support required for high-quality, feasible, and scalable assessment work.

TEACHING EVALUATIONS

Wesleyan faculty and administrators pay significant attention to student evaluations of teaching. Teaching evaluation results are used as an indirect measure of the educational experiences of Wesleyan students, and as an important source

ⁱⁱ Response rates for recent administrations of these surveys are as follows: 2017 Survey of New Students (74 percent of entire first-year cohort), 2015 Enrolled Students Survey (42 percent of entire undergraduate student body), 2015 and 2016 Senior Survey (59 percent and 60 percent of entire senior cohort, respectively), 2013 Alumni Survey (35 percent of 1973, 1983, 1993, 2003, and 2008 cohorts).

of information considered during reviews of faculty for tenure, promotion, and annual review. Shortly before Wesleyan's last NEASC self-study, an ad hoc committee commissioned by the Educational Policy Committee of the Faculty had reviewed the state of our teaching evaluations and provided a recommendation for improvement. Following up on that, we have developed, tested, and implemented a completely new teaching evaluation questionnaire and data system.

Before committing to the new form—something the faculty approved with a vote in April 2016—the University conducted pilot testing with about 40 faculty volunteers. We compared response rates (as well as the provision and length of text in open-ended items) in the old and the new evaluation systems. Additionally, we surveyed faculty and students who had participated in our pilot of the new system to ensure no significant concerns had emerged. In these surveys, 71 percent of student respondents preferred the new form, and nearly all faculty reported liking or accepting it.

We implemented the new system and new evaluation questionnaire for all tenured and non-tenure track faculty in the fall of 2016. Tenure-track faculty members were each provided the option to decide whether to remain on the old form (for consistency) or move to the new form (for the provision of increased detail) until the term in which he or she stands for tenure.

This new evaluation instrument differs markedly from our old questionnaire. By replacing the old form's three questions with a total of 12 items, the new evaluation system garners more detailed nuanced feedback by asking students to rate additional dimensions of teaching, courses, and their experiences interacting with faculty. For example, in the old instrument, we simply asked students to rate the "overall quality" of both the course and the teaching they experienced in the course. In the new instrument, we ask students to respond to a series of statements, including:

- The assignments were a useful part of the course.
- There was a clear connection between instruction and assessment.
- The instructor communicated knowledge effectively.
- The instructor was accessible outside of class.
- The understanding/skills grew as a result of this course.

In addition to covering a broader array of topics, we also improved the granularity of information collected by replacing the former system's four-point ordinal response scales with nine-point scales, allowing for increased differentiation and the use of a broader array of statistics. There is only one full semester of teaching evaluations data under the new system, so department chairs, tenure committees, and others who use this data for decision-making are still in the process of familiarizing themselves with the shape of the new response distributions and location of the summary statistics in order to calibrate how they will judge and employ the new results.

Finally, the new system allows for flexible reporting and benchmarking (e.g., against departmental or divisional averages, statistics for classes of a similar size, etc.), which has afforded administrators and faculty the opportunity to reconsider their benchmarking practices and categories. One result of this examination was the decision to use class size bands (< 20, 20-49, and 50+) as a new comparison set for benchmarking. This decision was informed by an analysis of over 81,000 evaluations from our legacy system, which revealed the negative correlation between student ratings of the quality of teaching and class size. For example, the percentage of students rating the quality of teaching as "outstanding" declined from 52.1 percent in classes under 20 to 47.4 percent in classes enrolling 20 to 49 students to 38.9 percent in classes enrolling 50 or more.ⁱⁱⁱ

GENERAL EDUCATION EXPECTATIONS

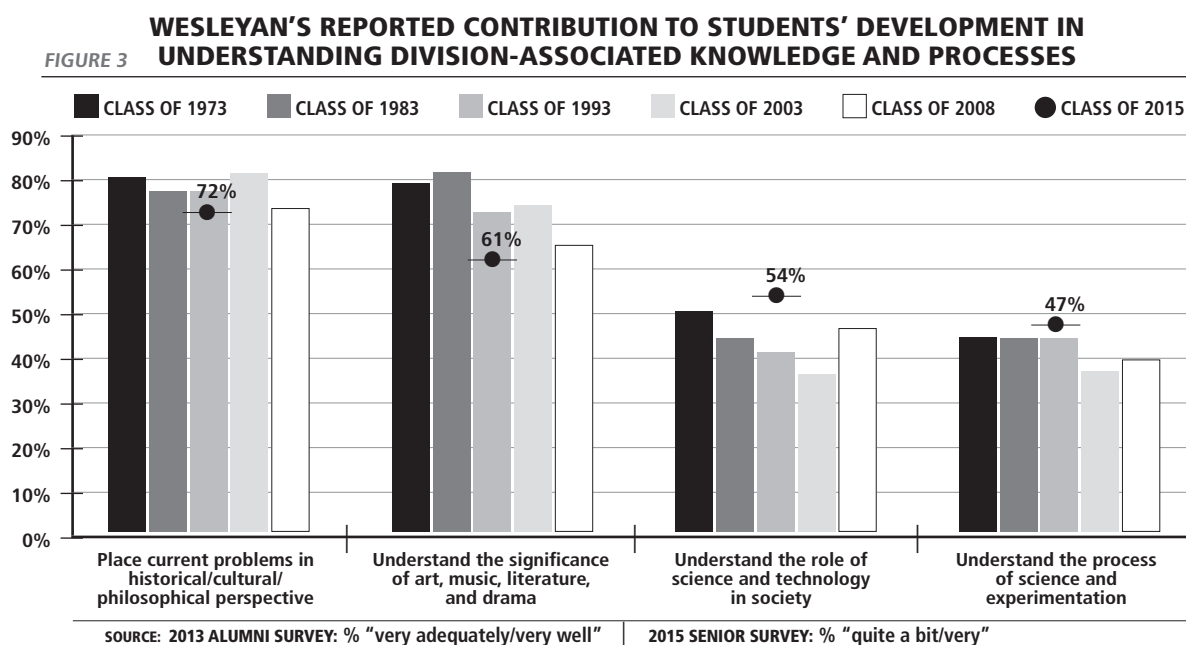
Wesleyan takes pride in its open curriculum, which gives students the opportunity to direct their own education. At the same time, we trust that students will achieve educational breadth by adhering to our General Education Expectations. Students are expected (not required) to complete two course credits in each of Wesleyan's three Divisions by the end of their sophomore year (Stage I) and an additional credit in each Division by the time they graduate (Stage II). If completed, the Expectations total nine credits of a student's required 32.

ⁱⁱⁱ Teaching evaluation distributions significantly differed by class size band: $\chi^2(6) = 931.15, p < .0001$.

Wesleyan monitors compliance with the General Education Expectations. Trend data show that about 75 to 80 percent of our students graduate from Wesleyan having completed both stages, a rate with which the University is satisfied, especially considering that this level of compliance occurs without a strict requirement in place.^{iv}

Among students who do not comply with the General Education Expectations, 81 percent had not completed the three credits in Division III (STEM). Patterns in noncompliance with the General Education Expectations parallel patterns in students' self-assessments of what they have gained regarding broad content knowledge associated with the University's three Divisions. Only 47 percent of students who responded to the 2015 Senior Survey reported that Wesleyan has contributed "quite a bit" or "very much" to their understanding of "the process of science and experimentation." Likewise, only 54 percent reported that the University had contributed "quite a bit" or "very much" to their understanding of "the role of science and technology in society." These numbers are low relative to what the same students report for their ability to understand other perspectives, a pattern that is echoed in data from the 2013 Alumni Survey (see figure below).^v

While Wesleyan is not planning any major efforts to raise the rate of compliance with the General Education Expectations, it is worth noting that the recent changes described in the *Response to NEASC Special Area of Emphasis: Advising* may prove beneficial here. By giving faculty advisors more time to speak with their advisees about the goal of General Education Expectations and by making information about General Education courses more accessible, more students may see the advantages of broadening their curricular explorations.



FOUR NEW COMPETENCIES

In its 2012 Self-Study Report, Wesleyan explained why it had decided to move away from the ten Essential Capabilities adopted by the faculty in 2005. The hope originally was that these ten capabilities would complement the General Education Expectations in providing curricular coherence for students navigating the open curriculum. Over the years, however, it became clear that the capabilities lacked the practical appeal necessary to guide students'

^{iv} Typically, students who wish to receive honors in a particular major *are* required to complete both Stage I and Stage II of the General Education Expectations.

^v The number of responses by class year for this survey that produced this graph and Fig. 4 were as follows: 1973 = 61, 1983 = 157, 1993 = 149, 2003 = 185, 2008 = 242.

academic planning. Studies showed no correlation between course selection and students' reported growth in these capabilities. Moreover, students who had written essays about the relationship between the capabilities and their courses did not rate their advising sessions more favorably than students who had not written such essays. The self-study concluded that "the General Education Expectations and the essential capabilities may serve as guides for some, but what is essential at Wesleyan is that advisors—pre-major as well as in the major—and students work together to define a coherent program in relation to each student's aspirations and capacities."

In the summer of 2016, the Office of Academic Affairs adopted a simpler, competency-based framework that we believe better represents what is distinctive about the liberal arts education Wesleyan offers. The hope is that this new framework will be of more appeal to faculty and students in advising sessions as well as help to guide future pedagogical experiments and assessment projects. The new number of competencies is four. The second, third, and fourth can be found on AAC&U's list of essential learning outcomes tied to high-impact practices, and the first, we find, bears particularly on the distinctiveness of Wesleyan's brand of liberal education:

- Mapping = navigating complex environments (NCE)
- Expressing = writing, expressing, communication (WEC)
- Mining = quantitative analysis and interpretation (QAI)
- Engaging = negotiating intercultural differences (NID)

This framework is meant to be both flexible and inclusive. It is not intended to supersede the competencies that specific departments and disciplines deem primary, and it may well change with feedback from faculty, staff, and students about its utility.

In the fall of 2016, the Provost established an Assessment Task Force to work on:

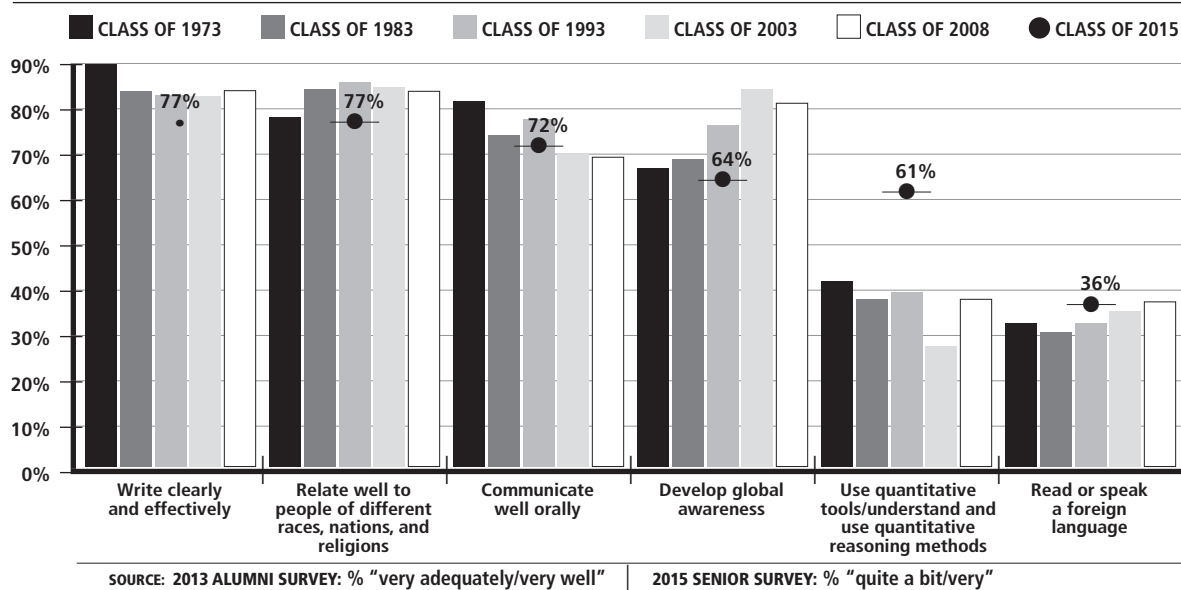
1. Determining whether Wesleyan could benefit from creating an ongoing assessment advisory committee and who might serve on it
2. Designing strategies for publicizing the four new competencies described above
3. Crafting exercises for the assessment of general education, using the competencies as a guideline, and a timeline for when such exercises might take place
4. Considering how to triage requests for assistance with assessment work throughout campus

We are also looking outside the University—to the New England Assessment Support Network (NEASN)—for advice in institutionalizing these competencies. This group, composed of representatives from small liberal arts colleges throughout New England, meets once a year to share information about how they have normalized assessment processes among faculty on their campuses, to provide examples of successful general education and departmental assessment projects that examine both content knowledge and competencies, and to discuss how to prepare decennial and five-year reports for NEASC. We hope membership in NEASN will assist us as we institutionalize the four-competency framework on our campus.

In what follows, we examine our student survey data for early clues about whether students have progressed in these competencies during their time at Wesleyan. We also describe how the four competencies bear on Wesleyan's creation of new centers, programs, and positions that we trust will ultimately support the assessment of student learning as well as supporting student learning itself.

WESLEYAN'S REPORTED CONTRIBUTION TO STUDENTS' DEVELOPMENT IN SELECT COMPETENCIES

FIGURE 4



EXPRESSING = WRITING, EXPRESSING, COMMUNICATING

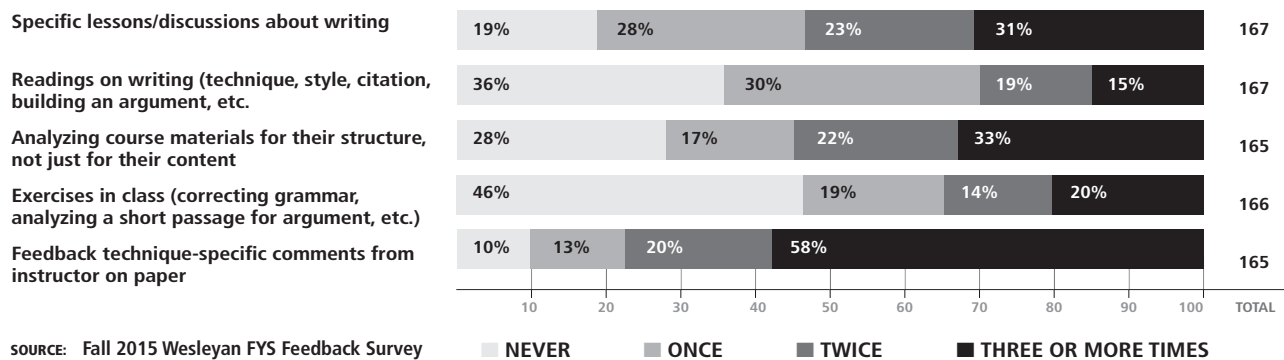
In recent years, Wesleyan has invested in students' writing in a number of ways. In its 2012 Self-Study Report, Wesleyan noted that it was working to formalize the First Year Seminar (FYS) program around the teaching of writing. This change was in response to the perception among faculty that first-year students' writing was a serious area of concern. We now ask that faculty who teach an FYS require 20 pages of disciplinary-specific, expository writing and encourage them to have their students engage in some sort of revision process. While Wesleyan does not require that students take an FYS, the majority of students do (e.g., 73 percent of the Class of 2020 first-year cohort), thanks to increasing the number of seminars offered (from 24 to 51, as described in Standard 4) and first-year advisors emphasizing the importance of taking an FYS.

With the reimaged FYS program in its fifth year, we would now like to explore whether students' self-assessment of their writing ability affects their enrollment in an FYS. The majority (77 to 90 percent) of graduating seniors and alumni/ae who responded to our surveys responded positively to the question about Wesleyan's contribution to their writing skills (see figure above). But about 25 percent of Wesleyan's incoming first-year students report that they are only "somewhat prepared" or "unprepared" to "write clearly and effectively."^{vi} We might benefit from learning about how these students who report not feeling very well prepared for college-level writing navigate the open curriculum. Do they seek out courses where they will develop their writing skills or avoid them? We also are interested in determining whether students who take an FYS complete it having developed writing habits (e.g., freewriting, multiple drafts, peer review, etc.) and awareness (e.g., about different writing genres, disciplinary approaches and purposes, etc.) that lead to better writing performance in later courses. Finally, we would like to begin documenting the kinds of writing that FYS faculty assign and the kinds of writing processes they introduce to students. While the response and completion rate was low,^{vii} a pilot survey sent to students who had completed an FYS in the fall of 2015 has given us a general sense of how our FYS faculty teach writing. Of those who responded to the survey, 86 percent reported having received feedback from their faculty on drafts, and another 58 percent reported having received feedback from peers. While these students reported that commenting on papers dominated faculty members' instructional style, other pedagogical strategies were common as well (see Fig. 5).

^{vi} According to the 2016 Survey of New Students.

^{vii} Approximately 32 percent of those invited to take the survey (about 157 students of the 485 who enrolled in fall 2015) began and completed the survey.

FIGURE 5 WRITING INSTRUCTION EXPERIENCED BY STUDENTS WHO TOOK AN FYS IN FALL 2015



Learning more about what kinds of lessons, readings, and exercises faculty incorporate into their teaching of writing will help us to determine what most contributes to students’ growth in written expression and best prepares students for the kinds of writing they will encounter later in their Wesleyan career. It will also encourage faculty members to share successful pedagogical strategies with one another.^{viii} We hope our new faculty appointment, Director of Academic Writing, will help to facilitate the sharing of such strategies, as well as help in the examination of the relationship between writing pedagogies and the student experience.

“Expression” takes many forms, not just writing. Currently, there is no easy way for students to locate courses where they can deliberately cultivate their oral communication skills. It is also not clear how often students receive explicit instruction on how to prepare for a formal presentation (in a class, as part of a poster presentation session, for a thesis) or feedback about how they performed in one. One recent proposal is to introduce sophomore seminars focused on public speaking the way the FYS program focuses on writing. Furthermore, while many courses at Wesleyan encourage class discussion, participating in class discussions may not automatically produce students with sophisticated, durable skills in oral argumentation. We do not know whether our students could benefit from more intentional instruction and feedback in such courses, nor much about what they may already be receiving. About 72 percent of students who responded to the 2015 Senior Survey reported that Wesleyan contributed “quite a bit” or “very much” to their ability to “communicate well orally,” a percentage that generally confirms what we see in Alumni Survey data (see Fig. 5). It is not clear, however, that students are in the best position to assess how much they have actually improved, and our survey questions are not nuanced enough to tell us much about what aspects of their oral communication skills improved the most or what caused that improvement.

We should also note that our “expression” competency can extend far beyond traditional notions of written and oral communication. As noted in Standard 6, one project sponsored by the CPI’s Pilot Programs division is creating structures to support the teaching of digital storytelling as a way to bring active learning opportunities to students taking introductory courses. Courses that replace traditional papers with digital storytelling could provide us with a different kind of assessable artifact, particularly for evidence of how well students link images and audio and edit each to tell compelling stories. Furthermore, students taking courses or participating in programs offered through the Center for the Arts have many opportunities to develop their skills in artistic expression. These programs exist throughout the curriculum, thanks to Wesleyan’s longstanding Creative Campus Initiative, Mellon-funded at first and now supported entirely by Wesleyan. It will take some careful thought to develop assessment practices in regards to this competency in ways that take account of the different methodological and epistemological approaches of the various disciplines.

^{viii} One striking pattern that emerged in students’ comments in this survey was their desire for assistance in learning how to write a research paper. While this desire extends far beyond the “expression” competency, it confirms what we have heard anecdotally from upperclassmen beginning to work on capstone projects: that they wish they had learned about library resources earlier in their college careers. The library is trying to work with faculty to integrate more formally library instruction into lower-level courses.

ENGAGING = NEGOTIATING INTERCULTURAL DIFFERENCE

In the 2015 Senior Survey, 64 percent of students told us that Wesleyan had contributed “very much” or “quite a bit” to their developing global awareness. Data from the 2013 Alumni Survey show that younger alumni/ae are more likely to say this than older alumni/ae (see figure above), suggesting that this is an area in which Wesleyan has changed over time. The newly created Center for Global Studies (CGS) provides strategic support for mainstreaming language learning and study abroad in Wesleyan’s liberal arts curriculum, and it may therefore contribute to how we think about this competency and how we develop it in our students. The creation of the CGS involved bringing together two previously existing offices—Office of Study Abroad and the Language Resource and Technology area—and adding two new positions: Associate Director of Fellowships, Internships, and Exchanges, and the Assistant Director of Language and Intercultural Learning. In part by uniting these four functions under one organizational umbrella, the CGS will facilitate our students’ intercultural engagement with the world, especially in relation to study and/or internships abroad. It is also poised to help monitor and track their acquisition of knowledge and competencies in this domain.

Among students who responded to our 2015 Senior Survey, 36 percent reported that the University contributed “very much” or “quite a bit” to their ability to read or speak in a foreign language, while another 36 percent reported that Wesleyan had contributed “very little or none.” Relative to other skills we ask our students to describe, reported skill development in this area is low but does appear to be correlated with studying abroad. Among those who studied abroad, 54 percent reported “very much” or “quite a bit” relative to only 21 percent of those who did not. Conversely, 46 percent of those who did not study abroad reported “very little or none,” compared to 24 percent of those who did. We know less about what differentiates self-reported language acquisition within these two groups (e.g., variation among study abroad programs, languages studied, and on-campus course enrollment), and whether self-reported language gains refer to reading or speaking proficiencies. We also do not know whether students’ self-assessment of language is confirmed by more objective measures, including our language faculty’s evaluations of those students’ written coursework and performance in oral proficiency interviews. Direct assessment projects in which we match students’ self-assessments on this survey to curricular choices and language performance as evaluated by our language faculty might be instructive. While we are early in our thinking about these issues and exactly what research questions we should be asking, we are hoping our new Assistant Director of Language and Intercultural Learning will help us as we continue to think about the relationship between language acquisition and study abroad.

We are also interested in the relationship between studying abroad and students’ development of intercultural competencies. We need to determine what tools we can use to capture what happens to students once they study abroad in a way that it is organizationally feasible and that builds upon pre-established administrative processes. For example, Wesleyan students already must write a pre-departure essay describing their goals for studying abroad. These essays could provide evidence about students’ baseline levels of intercultural competency that we could compare to their levels upon their return.

Studying abroad is not the only way that Wesleyan students have the opportunity to “engage,” something our survey data confirms. When we asked students in the Class of 2015 how much Wesleyan had contributed to their ability to “relate well to people of different races, nations, and religions,” 77 percent of respondents said “very much” or “quite a bit.” This percentage was the same, regardless of whether the students had reported studying abroad or not. That study abroad should help with learning a new language but not with intercultural competency bears consideration. We would like to think that this is because our campus provides multiple institutional structures intended to cultivate this skill: through our course offerings, the programming offered by the Allbritton Center for the Study of Public Life, the Office of Religious and Spiritual Life, and the other many robust extracurricular options that have the potential to bring students from different backgrounds into contact with one another. We still have work to do, however, in determining how well these opportunities are accessed and received by all students and how successfully they foster students’ ability to negotiate intercultural differences.

MINING = QUANTITATIVE ANALYSIS AND INTERPRETATION

Wesleyan's Quantitative Analysis Center (QAC) has expanded its curriculum and cocurricular programming substantially since 2012. It now sponsors a certificate in applied data science, a data analysis minor, and an initiative supporting the exploration of computational thinking through unique course offerings and lectures. These supplement its well-established summer apprenticeship program, tutoring services, and history of promoting project-based learning. To supplement the quantitative courses offered inside specific majors, the QAC now also offers an increasingly wide array of both partial- and full-credit courses, from Working with Excel and VBA, to the Economics of Big Data, to Introduction to Statistical Consulting. We clearly list these courses in the online catalog and on the web pages of both the QAC and Gordon Career Center. We are confident that, if students want to work on their quantitative (particularly statistical) skills, they know where to look for courses and have many options from which to choose. From fall 2012 to fall 2016, QAC enrollment increased nearly four-fold (from 78 enrollments to 297), and the number of distinct offerings increased from three offerings to 26.

We also have some evidence to suggest that the QAC succeeds in attracting students who might otherwise not enroll in a course that explicitly teaches quantitative skills. Research conducted by QAC faculty show that its project-based courses, relative to statistics courses that rely on more traditional pedagogy, attract and retain students from a broader range of majors and diverse backgrounds.^{ix} QAC faculty have also found that underrepresented minority (URM) students at Wesleyan who took these courses were as likely as non-URM students to have gained confidence in their statistical skills, and were twice as likely as non-URM students to exhibit an increased interest in conducting research.^x We know less about how successfully students transfer what they learn in QAC courses to subsequent courses and capstone projects or how enrollment in a QAC course early in one's college career might shape subsequent trajectories in terms of research interests, course enrollment, and even extracurricular activities. We would also like to know about what motivates students to take QAC courses: Do they do so to fulfill a major requirement; to supplement other coursework in the major; to satisfy a General Education Expectation; and/or to prepare for the job market?

While the QAC's expansion is an important curricular development at Wesleyan in regards to quantitative course offerings, it is also the case that departments in Division II and Division III have always offered their own sets of courses in which they develop a broad range of quantitative skills in their students. While we expect that students who complete majors in these divisions—or who have taken courses in these divisions to satisfy General Education Expectations or their own intellectual interests—may have stronger quantitative skills than students who do not, we have not yet tested this assumption with survey data or direct assessment measures. Further, for those students who do not take QAC courses—or quantitative courses offered by the majors—we do not know whether or how they develop “basic” quantitative literacy. How often are the kinds of assignments that might promote these skills embedded into what appear, at least by name, to be non-quantitative courses, and does students' quantitative literacy improve in significant ways after having completed them?

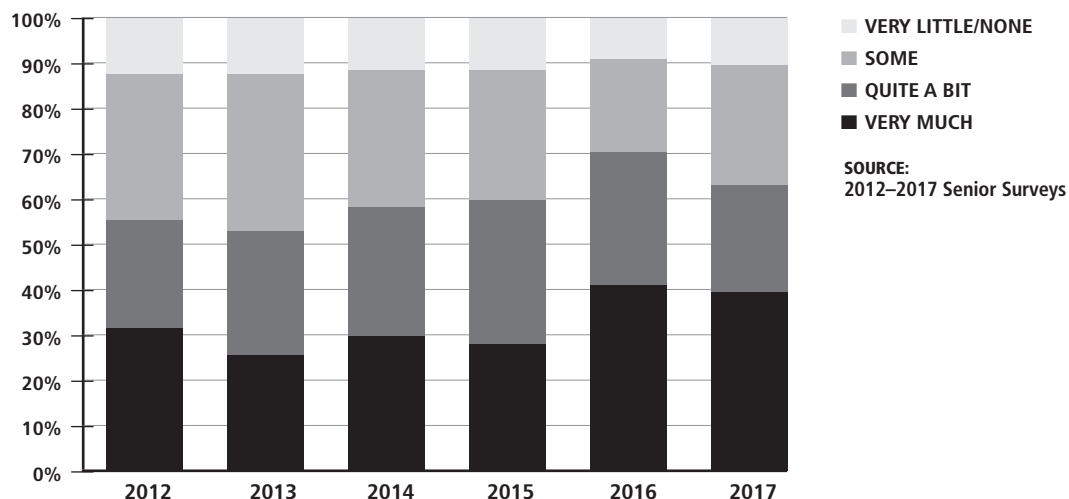
Almost 40 percent of students in the 2015 Senior Survey reported that Wesleyan had contributed only “some” or “very little or none” to their ability to “understand and use quantitative reasoning and methods.” While this percentage is higher than we might like to see, it is also much lower than what we see for those who responded to the 2013 Alumni Survey question about being prepared to “use quantitative tools” (see Fig. 5). In fact, our most recent survey data suggests that the percentage of students reporting that Wesleyan had contributed “very much” or “quite

^{ix} Dierker, Lisa, Jennifer Cooper, Jalen Alexander, Arielle Selya, and Jennifer Rose. 2015. “Evaluating Access: A Comparison of Demographic and Disciplinary Characteristics of Students Enrolled in a Traditional Introductory Statistics Course vs. a Multidisciplinary, Project-Based Course.” *Journal of Interdisciplinary Studies in Education* 4 (1): 22–37.

^x Dierker, Lisa, Jalen Alexander, Jennifer L. Cooper, Arielle Selya, Jennifer Rose, and Nilanjana Dasgupta. 2016. “Engaging Diverse Students in Statistical Inquiry: A Comparison of Learning Experiences and Outcomes of Under-Represented and Non-Underrepresented Students Enrolled in a Multidisciplinary Project-Based Statistics Course.” *International Journal for the Scholarship of Teaching and Learning* 10 (1): 1–9. doi:10.20429/ijstol.2016.100102.

a bit” to their quantitative skills may be trending upwards, though it will take a few more years of data collection to determine whether this is a sign of a durable change.

**WESLEYAN’S REPORTED CONTRIBUTION TO STUDENTS’
“UNDERSTANDING AND USING QUANTITATIVE REASONING METHODS”**



That recent graduates are more likely to acknowledge Wesleyan as contributing to enhanced quantitative literacy skills suggests that Wesleyan may have effectively broadened exposure to quantitative methods for Wesleyan’s student body in recent years (see figure above). This may have occurred because of the QAC curricular expansion but also because the percentage of students completing majors in Division III has grown from 19 percent in 2000 to 42 percent in 2016.^{xi} But what about the students who do not acknowledge such a contribution? Who are these students, and what happens to them? Do students with no relationship with the QAC or a quantitatively inclined major leave Wesleyan with the quantitative literacy skills we would hope for all liberal arts graduates? Do they develop these skills in other ways (leadership in campus organizations, internships, etc.)? Assessment projects that strive to answer these questions might inform new pedagogical initiatives and shape advising practices.

MAPPING = NAVIGATING COMPLEX ENVIRONMENTS

This competency bears on Wesleyan’s distinctive combination of strong curricula/programming in the creative arts and high-level opportunities to conduct research in the STEM fields. By “mapping” we mean the ability to:

- Examine the relationship of objects and spaces in the material and imagined world
- Develop tools to create, manipulate, and navigate constructed and natural environments
- Chart movement through and interactions with space and its consequences.

Courses in the arts (e.g., dance, studio art, and art history), the natural sciences, and mathematics are potential starting places for students wishing to work on this competency—as is our new Digital Design Studio. Courses offered by the new College of Integrative Sciences (in experiential design and in engineering) and the Allbritton Center for the Study of Public Life (in design thinking and human-centered design) may also contribute to these mapping skills. Mapping is first on the list of our competencies, and we discuss it here last, not to downplay its importance, but to highlight its novelty. But with no self-reported data to begin our inquiry, we will need to look to more qualitative measures to inspire our assessment work.

^{xi} This percentage does not include students majoring in psychology.

E-PORTFOLIOS

Wesleyan is exploring the use of e-portfolios in pursuing a number of important goals, including: assessment of student-learning outcomes; promotion of integrative learning; and facilitating impactful, holistic discussions between advisors and advisees that link students' intellectual and career goals with course and major selection. The current strategy is to support the faculty and students who already use e-portfolios while seeking other opportunities to use e-portfolios to meet pedagogical, curricular, and assessment needs. For example, Romance Languages faculty members have for many years asked students to build e-portfolios in Mahara to document language-learning within specific courses. This use of e-portfolios—documenting growth in language skills and encouraging student metacognition—could be emulated in any number of subject areas to document progress in other skills (e.g., writing, intercultural, etc.).

The Associate Director of Assessment is proposing an e-portfolio course that students could take in conjunction with their other courses and activities. This course would afford sophomores, juniors, and seniors the time to review what they have achieved both inside and outside of the classroom. Guided by the AAC&U's LEAP rubric for integrative learning, this course would appeal to faculty and offices that want their students to prepare for (or debrief after) high-impact educational experiences (e.g., service learning, internships, comprehensive exams). These e-portfolio tools would be helpful to students with respect to writing personal narratives, making connections between courses, and metacognition. They also could be helpful to the University in better understanding what is happening to students: What kinds of assignments do they receive, and what do they learn from doing them? How do assignments in one course relate to assignments they complete in another? How are cocurricular and extracurricular experiences interwoven with academic ones? What knowledge and skills do students wish to acquire, and how do these align with what they have acquired? How do these align with the four competencies Wesleyan is now promoting? How well do students perform the sort of integrative learning Wesleyan hopes for all of its graduates? While the pilot phase of this e-portfolio course would focus on designing a pedagogical structure that is most helpful to students, future iterations might contribute in crucial ways to knowledge about Wesleyan and its students.

GRADING

As part of a larger focus on assessment and learning outcomes, the Provost has commenced an ongoing conversation with faculty about grade inflation and compression at Wesleyan. The first of these conversations in fall 2016 introduced the growth in the use of "A" grades over time. The second conversation in spring 2017 served to provide faculty with more a detailed breakdown of grade distributions at the University. Nearly two-thirds of all undergraduate grades assigned between spring 2014 and fall 2016 fell in the A-range (64 percent), while only 3 percent fell below a C+. There was wide variation by department (A-range grades comprised between 45 and 89 percent of all grades), division, and faculty type.

As part of this effort, the Office of Academic Affairs provided each department chair with grade distribution information specific to their academic unit. Faculty found these data illuminating and were receptive to the conversation. Several voiced agreement with the Provost's framing of the concern as a collective action problem both within and outside the institution. Others highlighted the challenge of generating a wide grading distribution at highly selective institutions. Is it surprising that Wesleyan's bright, motivated, and well-prepared students perform well in their classes, especially when these classes are small and taught by faculty who carry a fairly low teaching load?

We will continue to explore grading in more depth in the 2017–2018 academic year. As this process unfolds, we may need to investigate the extent to which Wesleyan students are grade-oriented, and how this orientation, should it prove to be widespread, may hinder efforts to reduce grade inflation and impede learning. We have heard anecdotes about the problem of "grade-grubbing," but the scope of this problem is unclear. We must also monitor possible unintended consequences to a change in grading practices (such as student admission to graduate programs and effects on evaluations of course instruction).

DEPARTMENTAL ASSESSMENT^{xii}

In 2012–2013, the Office of Academic Affairs added a section to the template for department annual reports that asks chairs to describe how they assess student-learning outcomes. Incorporating this new section into an established process began to normalize university expectations about the assessment of student learning at the department level. It has also allowed for the continual collection of information about how departments shape assessment processes to fit within their discipline’s theoretical, methodological, and practical frame.

A review of the recent annual report submissions (from 2014–2015 and 2015–2016) reveals that departments use a variety of methods to assess their students’ learning and experience in the major. It is common for Wesleyan students to participate in a culminating, high-impact educational exercise during their junior or senior year in which they draw upon their work in other courses. As mentioned in Standard 4, all majors offer some form of capstone option, often a two-semester thesis or one-semester essay; half require their students to complete one. Data gathered through the major certification form show that 76 percent of all students across all majors in the Class of 2016 complete a capstone.

In their reports, 15 departments referenced their capstones as a main mechanism for assessing student-learning outcomes. Seven reported using multiple readers and/or external readers to assess student work in capstones—the advantage being that grades earned by students reflect more than one individual’s perspective. Eight describe requiring all their majors or a subset of majors to participate in a final presentation or performance as part of the capstone or in place of it, allowing for the collective viewing by faculty of student work. Some departments also report sharing their evaluations of capstones with others for the purpose of better gauging the contributions of a broader curriculum to those students’ learning.

As documented in the E-Series, departments rely on other formative and summative assessment mechanisms as well. For example, German studies uses American Council on the Teaching of Foreign Languages (ACTFL) standards to administer oral exams for students who have just completed Beginning German. Most students then place into the European A2-level courses in Germany, and a few place even higher. After completing GRST211 Intermediate German, students usually place into B1-level courses in Germany. These independent placement norms have confirmed for the department that their introductory courses prepare students well. The department also monitors its students when they study abroad, usually after completion of GRST211, and has found that Wesleyan’s language sequence successfully prepares them for living and studying in a German-speaking environment.

Molecular biology and biochemistry (MB&B) began administering an Assessment Exercise (AE)—a test evaluating students’ knowledge and analytical skills—after they had taken MB&B208 as sophomores and then again as seniors about to graduate within the major. The test revealed a significant improvement in scores between sophomores and seniors and identified three courses—MB&B383, 394, and 395—as most strongly correlated with this improvement. To increase the response rate associated with the AE, the department has since instituted a policy requiring senior majors to take it; the policy is reinforced by its placement on the major certification form, which ensures a 100 percent response rate. The department has also changed the timing of the first administration, now asking for volunteers from first-year students who have just enrolled in MB&B181, since response rates are generally higher for first-year students at the University. With the higher response rate, the department hopes to gather better statistics for the assessment of learning within the MB&B major, as it follows individual students as they progress from first to senior year. The department points out that one challenge with this research design is that it cannot track the later performance of students who took MB&B 181 but end up not majoring in MB&B.

The multidisciplinary majors of the College of Social Studies (CSS) and the College of Letters (COL) have a long history of requiring their students to take a comprehensive exam in the sophomore and junior years, respectively. For example, in the COL, the written and oral components are evaluated by outside examiners, and these evaluations are made available to the COL director. One trend that emerged in recent years was that students were

^{xii} For the sake of readability, we refer to all departments, programs, and colleges at Wesleyan as “departments” in the section that follows.

not performing as well on the oral exam as on the written portion. This led the COL faculty to begin emphasizing oral presentations in classes, often by asking students to take on some of the actual teaching of class sessions. A second trend—that students’ historical reasoning was weaker than their reasoning in literature and philosophy—led the department to re-sequence its colloquia so that they begin with the antiquity colloquium and end with the colloquium on the twentieth and twenty-first centuries. Faculty report that, following this change, they have seen COL students become more sensitive to influence and change over time.

Some departments utilize regular department processes as an opportunity to collect information about students’ intellectual interests, academic goals, and self-assessments of relevant knowledge and skills. For instance, American studies asks its rising juniors to submit a one-page description of the concentration they will pursue and how they expect that concentration to meet both their own educational goals and those the department has for them. Second-semester seniors in American studies are then required to submit a one-page assessment that is retrospective, describing how well they have met these goals. One recent finding that emerged from this effort is that seniors in the major reported that the AMST200 course on Colonialism and Its Consequences provides a solid foundation for other AMST courses that students take later.

For its part, English sends a four-question survey to students when they declare the major and as seniors. The survey asks them to self-assess their development in reading, writing, and critical thinking, as well as their overall progress in the major. Responses to this survey are reviewed annually by all faculty in the department. These responses inform ongoing decisions about course design, assignments, and the like, and they have also led the department to provide additional advising resources for students. In the 2016–2017 academic year, the department introduced a day-long “advising check-in” in both the fall and spring semesters during which pre-majors and majors can drop in for advising prior to registering for classes. The department saw 47 students drop by the “check-in” in the fall and 57 in the spring.

Some departments, like Biology, hold informal focus groups (at celebratory lunches or dinners they host for seniors) in which they ask majors for feedback about curricular and learning experiences. In the case of Biology, students in recent years have asked for more applied statistics courses in the department and more access to labs. The latter are understood by students to be valuable educational experiences, but are often difficult to get into. Likewise, teams of faculty in American studies hold focus groups over lunch in which they speak with students about their paired statements from junior and senior year (described above).

Other departments have formalized discussions about their goals for student learning and how curriculum and pedagogy within a department align with those goals. For example, art history meets each spring to exchange pedagogical strategies used across course levels to promote students’ achievement of the department’s eight learning goals. The meeting allows for deeper discussion of those senior majors who do not write theses. From this discussion, the department is now focused on (1) improving such majors’ abilities to analyze formal composition in works of art in different media; (2) assessing relationships between their foreign language requirement and student research using foreign languages; and (3) improving majors’ ability to conduct research, dedicating more time to instruction in formulating research questions and methods for finding appropriate sources. They have also considered the effectiveness of 100-level courses as a foundational experience for majors, and the current mix of course requirements for both art history majors and minors. A recent result of this annual conversation is to consider creating new courses for majors, focused on the use of Wesleyan’s Davison Art Center collection. The new courses would allow students to demonstrate their acquisition of multiple departmental learning goals, including expository writing and research using both primary and secondary documents. In the spring of 2017, one professor piloted an exhibition-based course with the curator of the Davison collection to determine whether such a course could serve as a required proseminar for all art history majors.

While most departments complete the section on assessment of student-learning outcomes when submitting their annual report, there is still much work for them to do: (1) projects should be tied to stated learning goals for

both the majors and non-majors; (2) students' self-assessments should generate more research questions, which can be answered through the collective review of student work; and (3) there should be more department- and university-wide discussions about the relationship between student learning, the curriculum, and pedagogy. Providing more consistent support to departments—through the sharing of ideas, tools, staffing, and expertise—will be key. Chairs have requested this support, having found it difficult to get their own assessment projects off the ground when faced with so many competing demands.

The Office of Academic Affairs has a number of ideas about how to help departments move forward with their assessments of student learning in the major:

1. The Office of Academic Affairs will include questions on the annual report template that encourage departments to describe specifically both the strengths and weaknesses they see in student performance as those are tied to stated learning goals for the major and trends over time.
2. The new Associate Director of Assessment will establish an annual timeline for connecting with departmental chairs to offer support as they prepare their annual report.
3. The new Associate Director of Assessment will design a menu of services (e.g., interviews, focus groups, research design planning, example assessment plans from departments, curricular mapping support) from which departments can select what they most need. (This might be coordinated with what CPI offers with respect to specific courses.)
4. The Assessment Task Force will create a structure for the sharing of departmental resources that are useful for both indirect and direct assessment projects (e.g., survey questions, interview protocols, skills tests, rubrics for evaluating student works and performances).
5. The Assessment Task Force will work to design some assessment projects that link the goals of an academic department to an office that works in service of those goals (Center for Global Studies [study abroad and internships], the QAC, the Library, the Office of Student Affairs, etc.).

WHAT STUDENTS GAIN UNDERGRADUATE PROGRAMS

The Gordon Career Center now collects data on the “first destinations” of graduating Wesleyan students, following the National Association for College and Employers (NACE) standards for data collection and reporting the data online. Of the 74 percent about which we have information for the Class of 2016, 71 percent are employed, 13 percent are continuing their education, 8 percent are seeking employment, and the remaining 9 percent are either seeking educational opportunities, not seeking employment, or engaged in other activities. Among those who are employed, the most common industries in which they are employed include tech/engineering/sciences (15 percent), education (13 percent), media and communications (13 percent), financial services (12 percent), leisure/arts/entertainment (11 percent), and consulting (10 percent). The Center also posts data on alumni in the health professions. The acceptance rate of alumni attempting to enter into medical, dental, and veterinary schools between 2011 and 2015 was between 55 and 66 percent—well above the national average of 41–46 percent.

The University recently created the Office of Fellowships, Internships, and Exchanges (FIE), housed within the new Center for Global Studies. The FIE offers streamlined advising services for those (graduating students and alumni alike) seeking any one of 17 post-graduate fellowships and tracks applications and acceptances. In 2015–2016, there were 82 applications for these fellowships and nine final recipients (including a Fulbright, a Keasbey, and a Watson).

While such data can give a sense of what happens to some of our students immediately upon graduation, the most important tool here is the Alumni Survey. This survey is administered every four years (at least) to the alumni 10 years out from graduation; these alumni can be expected to be in positions where the long-term impact of Wesleyan's unique liberal arts education will be visible. The most recent of these surveys was conducted in 2013 and showed that roughly two-thirds of the Class of 2003 reported having enrolled in some sort of graduate program.

Education (higher ed more so than K–12) was the most common field of employment; also notable were “politics, public policy, and advocacy” and “media, journalism, and publishing.” (University records kept on alumni suggest that even more alumni are working in the field of education than the Alumni Survey suggests.)

However, it is important to note that this survey had a response rate of only 35 percent and certainly suffers from response bias. Analysis of Senior Survey responses for the same class indicates that we know less about the post-graduate employment experience of those who were dissatisfied with their undergraduate experience.

GRADUATE PROGRAMS

As noted in the *Response to NEASC Area of Special Emphasis: Graduate Programs*, in 2014–2015 the Graduate Program began to administer an exit survey to students completing their graduate work. This survey asks about graduate student satisfaction with general aspects of the program experience (e.g., instruction, advising, examinations, availability of degree requirements, etc.) as well as more targeted questions about the research experience (related to writing and defending the thesis or dissertation) and related outcomes (whether single-authored or co-authored research has been submitted/accepted for publication, job placement within academia or elsewhere, or placement in another graduate program). Since we have such a small number of graduate students, we waited to analyze the survey results until we had collected three years of data.

With an 80 percent response rate, survey participation was strong in the first three years. Survey results are generally favorable, but also highlight a few areas for improvement, with career advice and social life options being most notable. A majority of graduate students are satisfied with their education at Wesleyan (85 percent), the level of intellectual excitement (93 percent), overall program quality (94 percent), and the quality of instruction (94 percent). The Office of Graduate Student Services also received high marks, with 93 percent of respondents reporting that the office helped with problems encountered as a graduate student and 96 percent reporting satisfaction with the office’s services. Graduate students also provided favorable ratings on dimensions of advising and the research training provided by the program. For example, 89 percent of respondents reported receiving adequate feedback on their research from their advisor, and 96 percent reported that their thesis/dissertation committee was accessible.

Graduate students’ views on financial support were mixed. While 87 percent of graduate students are satisfied with their total financial package, satisfaction with the dollar amount of their graduate stipend falls to 72 percent and falls to 62 percent for the cost of Wesleyan-owned housing. Career advising and social life are the two areas where less favorable ratings emerged with consistency. Only 57 percent of graduate students report that their advisor helped them find a post doc or job, and their satisfaction with the Gordon Career Center is at 63 percent. In terms of graduate student social life, satisfaction with the social options for graduate students (63 percent), organized social activities within your department (69 percent), and organized university-wide social activities (70 percent) indicates room for improvement.

Now that these survey results are available for consumption, staff from the Provost’s office, the Dean of Natural Sciences and Mathematics, the Director of Graduate Studies, and the Director of Graduate Student Services will convene each year to discuss survey findings and ways to address significant issues illuminated by this effort.

SUMMARY

Since 2012, Wesleyan has worked to improve how it collects and digests information about the educational effectiveness of the institution and the success of both its undergraduate and graduate students. We recognize that we still have much work to do in this area in terms of conceptualizing and implementing both ongoing and periodic assessment projects that are both feasible and provide credible and usable insights to multiple campus constituencies, particularly about student learning outcomes. However, we are excited about the new organizational structures we have in place to assist us as we look to supplement our traditional data sources and assessment methods with new ones that honor the mission and character of our institution, create spaces for collaboration with faculty and staff members across campus, and allow us to better understand the experiences and needs of our students.

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

INFORMATION	WEBSITE LOCATION AND/OR RELEVANT PUBLICATION(S)
How can inquiries be made about the institution? Where can questions be addressed?	http://www.wesleyan.edu/
Notice of availability of publications and of audited financial statement or fair summary	http://www.wesleyan.edu/finance/annualreporting/index.html
Processes for admissions	http://wesleyan.edu/admission/
Processes for employment	http://wesleyan.edu/hr
Processes for grading	http://wesleyan.edu/registrar/general_information/GPA_calculation.html
Processes for assessment	
Processes for student discipline	http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf http://www.wesleyan.edu/studentaffairs/conduct/judicialboard/index.html
Processes for consideration of complaints and appeals	https://catalog.wesleyan.edu/academic-regulations/general-regulations/(see "Student Grievance Procedure" section) http://www.wesleyan.edu/hr/handbook/complaint.html https://wesfiles.wesleyan.edu/departments/aca/facultyhandbook/index.html https://wesfiles.wesleyan.edu/departments/aca/facultyhandbook/3_Standards_of_Conduct/3.6_Procedures_of_the_Faculty_Committee_on_Rights_and_Responsibilities.pdf https://wesfiles.wesleyan.edu/departments/aca/facultyhandbook/3_Standards_of_Conduct/3.5_Guidelines_for_University_Disciplinary_Proceedings.pdf
List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.	
STATEMENT/PROMISE	WEBSITE LOCATION AND/OR PUBLICATION WHERE VALID DOCUMENTATION CAN BE FOUND
DATE OF LAST REVIEW OF:	
Print publications	
Digital publications	
<i>Please enter any explanatory notes in the box below</i>	

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

POLICIES	LAST UPDATED	WEBSITE LOCATION WHERE POLICY IS POSTED	RESPONSIBLE OFFICE OR COMMITTEE
Academic honesty		https://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf	Student Affairs
Intellectual property rights		http://www.wesleyan.edu/ip/	
Conflict of interest	October 2007	http://www.wesleyan.edu/generalcounsel/2013%20Policies/Wesleyan%20University%20CONFLICT%20Policy%20110207%20FINAL.pdf	General Counsel
Privacy rights		http://www.wesleyan.edu/copyright/privacy.html	ITS
Fairness for students		http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf	Student Affairs, Academic Affairs
Fairness for faculty		http://www.wesleyan.edu/hr/handbook/index.html	Academic Affairs, Human Resources
Fairness for staff		http://www.wesleyan.edu/hr/handbook/index.html	Human Resources
Academic freedom		https://wesfiles.wesleyan.edu/departments/acaf/facultyhandbook/3._Standards_of_Conduct/3.2_Statement_on_Academic_Freedom.pdf https://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf	Academic Affairs
Research		http://www.wesleyan.edu/cfgg/policies/ http://www.wesleyan.edu/acaf/support/reviewboard.html http://www.wesleyan.edu/acaf/support/RCR.html	Academic Affairs, Office of Corporate, Foundation & Government Grants
Title IX	July 2016	http://www.wesleyan.edu/inclusion/titleix/titleix.html	Equity & Inclusion
Other; specify			
NON-DISCRIMINATION POLICIES			
Recruitment and admissions		http://wesleyan.edu/admission/apply/classprofile.html http://wesleyan.edu/admission/apply/questbridge.html	Admission Admission
Employment	July 2016	http://www.wesleyan.edu/inclusion/misconduct/index.html	HR, Equity & Inclusion
Evaluation			
Disciplinary action		http://www.wesleyan.edu/hr/handbook/index.html	Human Resources
Advancement		http://www.wesleyan.edu/hr/handbook/index.html	Human Resources
Other; specify			
RESOLUTION OF GRIEVANCES			
Students		http://www.wesleyan.edu/registrar/academic_regulations/general_regulations.html (see "Student Grievance Procedure" section)	Student Affairs, Academic Affairs
Faculty		http://www.wesleyan.edu/hr/handbook/complaint.html	HR, Academic Affairs
Staff		http://www.wesleyan.edu/hr/handbook/complaint.html	HR
Other; specify			
OTHER	LAST UPDATED	WEBSITE LOCATION WHERE POLICY IS POSTED	RESPONSIBLE OFFICE OR COMMITTEE
<i>Please enter any explanatory notes in the box below</i>			

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

INFORMATION	WEBSITE LOCATION
Institutional catalog	https://iasext.wesleyan.edu/regprod!/wesmaps_page.html
Obligations and responsibilities of students and the institution	http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf
Information on admission and attendance	http://wesleyan.edu/admission/
Institutional mission and objectives	http://www.wesleyan.edu/about/leadership/index.html
Expected educational outcomes	http://www.wesleyan.edu/academics/academic_resources/competencies.html http://wesleyan.edu/admission/afterwes/index.html http://www.wesleyan.edu/careercenter/career-outcomes.html
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	http://www.wesleyan.edu/about/leadership/profile.html
Requirements, procedures and policies re: admissions	http://wesleyan.edu/admission/index.html
Requirements, procedures and policies re: transfer credit	http://www.wesleyan.edu/registrar/academic_regulations/index.html
A list of institutions with which the institution has an articulation agreement	
Student fees, charges and refund policies	http://www.wesleyan.edu/studentaccounts/tuition.html http://www.wesleyan.edu/studentaccounts/refunds.html
Rules and regulations for student conduct	http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf http://www.wesleyan.edu/studentaffairs/conduct/index.html
Procedures for student appeals and complaints	http://www.wesleyan.edu/inclusion/titleix/titleix.html https://catalog.wesleyan.edu/academic-regulations/general-regulations/ http://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf
Other information re: attending or withdrawing from the institution	http://www.wesleyan.edu/studentaffairs/forms.html
Academic programs	http://www.wesleyan.edu/acaf/dept.html
Courses currently offered	https://iasext.wesleyan.edu/regprod!/wesmaps_page.html?term=1179 https://iasext.wesleyan.edu/regprod!/wesmaps_page.html?term=1181
Other available educational opportunities	http://www.wesleyan.edu/engineering/3-2_program.html http://www.wesleyan.edu/slc/index.html http://www.wesleyan.edu/academics/other_acad_programs/sessions.html http://www.wesleyan.edu/academics/other_acad_programs/3year.html http://www.wesleyan.edu/cgs/osa/ http://www.wesleyan.edu/acaf/centers.html http://www.wesleyan.edu/grad/degree-programs/ba-ma.html
Other academic policies and procedures	
Requirements for degrees and other forms of academic recognition	http://www.wesleyan.edu/registrar/academic_regulations/index.html
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://iasext.wesleyan.edu/regprod!/wesmaps_page.html?fac_info_page=(click on faculty name for bio)
Names and positions of administrative officers	http://www.wesleyan.edu/president/leadershipteam.html
Names, principal affiliations of governing board members	http://www.wesleyan.edu/trustees/trustees.html
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	http://www.wesleyan.edu/cgs/osa/options/wesleyan.html
Programs, courses, services, and personnel not available in any given academic year.	Courses not offered: http://www.wesleyan.edu/courses -- click the subject, then click "courses not offered"; Programs not offered: http://www.wesleyan.edu/acaf/dept.html (those majors being discontinued are listed as such)
Size and characteristics of the student body	http://wesleyan.edu/about/leadership/profile.html
Description of the campus setting	http://wesleyan.edu/about/leadership/profile.html http://wesleyan.edu/about/visitors/middletown.html
Availability of academic and other support services	http://www.wesleyan.edu/studentaffairs/about/classdeans.html http://www.wesleyan.edu/studentaffairs/facguide/premajoradvising.html http://www.wesleyan.edu/studentaffairs/studentlife.html
Range of co-curricular and non-academic opportunities available to students	http://www.wesleyan.edu/admission/student-life/index.html http://www.wesleyan.edu/studentaffairs/studentlife.html http://www.wesleyan.edu/sald/

Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

INFORMATION	WEBSITE LOCATION
Institutional learning and physical resources from which a student can reasonably be expected to benefit	http://www.wesleyan.edu/studentaffairs/resources/index.html
Institutional goals for students' education	http://www.wesleyan.edu/academics/academic_resources/competencies.html
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	http://www.wesleyan.edu/ir/graduation-retention.html
Total cost of education and net price, including availability of financial aid and typical length of study	http://www.wesleyan.edu/finaid/costofattendance.html http://www.wesleyan.edu/finaid/welcome/index.html https://wesleyan.studentaidcalculator.com/survey.aspx
Expected amount of student debt upon graduation and loan payment rates	http://www.wesleyan.edu/finaid/financing/index.html http://www.wesleyan.edu/finaid/financing/financing-packagedloans.html
Statement about accreditation	http://www.wesleyan.edu/accreditation/Reaccreditation%20Letter%20from%20NEASC/accred_statement.pdf

STANDARD NINE: INTEGRITY, TRANSPARENCY, AND PUBLIC DISCLOSURE

Perhaps no issue highlights tensions between integrity, transparency, and public disclosure as much as the handling of sexual misconduct. In the course of a 2016 investigation by the *Boston Globe*, Wesleyan learned that its Associate Dean of Students, whose job included the adjudication of student misconduct, had himself been terminated at his previous place of employment for inappropriate behavior. The University hired a law firm to investigate cases adjudicated by the Dean while at Wesleyan. The firm did not discover any problems with the adjudications, but this did not satisfy all. The University, whose policy is to not discuss publicly why an employee is terminated, waited to respond until the *Globe* published its findings, and this delay was criticized by some. Wesleyan does not remove from the records of expelled students the reason for expulsion, despite pressure from such students to do so. In recent years, we have also emphasized even more strongly to students the penalties for involvement with illegal drugs on campus, so that there can be no misunderstandings in that area.

Since Wesleyan's 2013 reaccreditation, the Office of University Communications (UComm) has been reorganized and expanded in ways that affect almost every aspect of its operations. Most significantly, we hired a Chief Communications Officer who is a member of the President's Cabinet. UComm has now incorporated a former IT unit dedicated to Web and video services, as well as a position dedicated to arts promotion, and added a high-level marketing position and a digital marketing manager with expertise in social media. Reporting lines have been reorganized along functional responsibilities to break up silos and improve efficiency.

Concomitant with the increased staff resources for marketing, the University has undertaken a "Core Messaging Project" with Lipman Hearne that includes not only research-based analyses and recommendations regarding messaging and branding, but also a separate creative project for all our branding collateral. UComm has also developed a new communications dashboard to gather data and assess progress across the full range of its activities.

Technology underlies all that UComm does, and two enterprise platforms have been recently introduced to support a wide range of communications activities: Brightcove, for video storage, distribution, and metrics, and Salesforce for e-mail marketing and analysis. Other new software solutions support other aspects of communications operations, such as TrendKite for analysis of Wesleyan's media presence.

In 2015, the Wesleyan home page was redesigned and is now responsive and built with a mobile-first approach. The new home page stresses the importance of the Office of Admission audience, and its redesign was quickly followed by a full redesign of the Office of Admission site, with 45 new academic pages promoting opportunities for study in all curricular fields. Now there is also a more consistent look for faculty pages (achieved by introducing dynamically generated pages for each faculty member and providing faculty with search engine optimization guidelines).

In 2013, we completed the conversion of all 230 sites within the Wesleyan domain to the Cascade content management system, and since then we have been redesigning our public-facing sites in a responsive, mobile-friendly format. Although we continue to maintain print versions of many marketing materials, we migrate print to online whenever the technology and moment seem right. This year, for example, we have switched our course catalog to an online platform (CourseLeaf), and, in 2016, we introduced a new version of the university calendar—a more user-friendly product intended to solve problems noted in the 2012 Self-Study Report.

INSTITUTIONAL PLANS

Here we expand upon plans outlined in *Beyond 2020: Strategies for Wesleyan*. That document, developed by the President in consultation with Wesleyan constituencies, is organized under the rubric of the three overarching goals of the University's framework for planning, *Wesleyan 2020*. (Note: None of these plans amounts to what NEASC refers to as a “substantive change.”)

GOAL 1: ENERGIZE WESLEYAN'S DISTINCTIVE EDUCATIONAL EXPERIENCE

Wesleyan has renewed its commitment to interdisciplinary undergraduate education by recently creating four new colleges and developing academic centers that cut across departmental borders; these nascent colleges and centers will require additional support and attention over the next few years.

The Equity & Inclusion Steering Committee recommended in March 2017 that the University develop a Resource Center to “provide a centralized location on campus that recognizes and celebrates diverse and often underrepresented or misrepresented identities; create meaningful avenues for both privileged and underprivileged individuals and groups to learn together about privilege and intersectionality and actively contribute to equity on campus; provide staffing, programming, and evaluation structures that take action to remedy exclusion and marginalization; bridge communication between underrepresented students, faculty, and staff to address issues and generate solutions related to access, representation, and equity.” Those goals were accompanied by benchmarks for success, and in the next comprehensive accreditation report, the University will report on how successful the Resource Center has been.

In addition to working with the Resource Center, the Office of Student Affairs has a number of plans to improve the student experience over the next few years. These include making program housing more educationally focused through strong cocurricular programming, meeting student demand for mental health services, and reallocating resources to support international students, should their numbers continue to grow.

With respect to the academic core, in contextual coherence with our new competencies framework, we will focus on developing our new minor program in design and engineering; developing a university-wide program in writing and oral expression; giving every student the opportunity to learn data analysis and computer coding; and helping students increase their ability to understand cultural and intellectual difference.

We plan to spend approximately \$2 million more annually on a dozen or so new faculty positions. Our primary goals here are to create more opportunities for mentorship (especially with respect to projects larger than classroom assignments) and improve the diversity of the faculty. We have also created a new process for “opportunity hires,” and this too should help with bringing in faculty who are effective mentors to students of color and first-generation students. Included in these hires will likely be Professors of the Practice, who bring real-world expertise into the classroom. The Office of Student Affairs will look at these professors as possibly the next generation of Faculty Fellows working with students on campus life issues.

We will develop more integration between the Gordon Career Center (GCC) and the academic program—for instance, by encouraging students starting in their first year in college to begin considering how they will translate their education on campus to meaningful work beyond its borders, and by accelerating our fundraising for internships. The GCC has outlined its plans to “scale up programs with a demonstrated record of success to help engage both students and alumni; determine how best to engage faculty and class deans in its programming and outreach; identify best practices for working with young alumni; and work with the Office of University Communications and the Office of Admission to educate internal and external constituents on its services.”

GOAL 2: ENHANCE RECOGNITION OF WESLEYAN AS AN EXTRAORDINARY INSTITUTION

Translational liberal learning has been identified by our branding consultants Lipman Hearne (LH) as key to our core messaging going forward. In measuring perceptions of the Wesleyan University experience among prospective students and comparing those to the lived experience reported by current students, the term “translation” was found to have broad appeal. LH is currently validating those findings among alumni. Future efforts to enhance recognition will be based upon the LH research.

While continuing to build the applicant pool, we also want to be recognized for developing practices of pragmatic liberal education that are relevant well beyond our campus. Our online Coursera classes have attracted more than 1.6 million students, and we will continue to explore ways of raising our profile—and that of liberal education—in parts of this country underserved by educational institutions and in parts of the world (like China and India) where economic development allows more and more people to pursue higher education.

GOAL 3: WORK WITHIN A SUSTAINABLE ECONOMIC MODEL WHILE RETAINING CORE VALUES

Our successful THIS IS WHY campaign makes it possible to add \$2.5 million over the next four years to our financial aid budget. In addition to having (approximately) another 100 financial aid recipients, we will take a closer look at our financial aid packages and other practices—from support services to work-study requirements and the level of family contributions—to ensure that we bring sufficient resources to those who need them to flourish here.

Faculty and staff are currently developing a civic action plan, and we will seek out more campus learning opportunities to nurture by building bridges to the city of Middletown. The latest such bridge is the Wesleyan RJ Julia Bookstore, which moved in spring 2017 to downtown Main Street. The next accreditation report will reflect on the success of this move. Likewise, it will also report on our progress with respect to sustainability. We have a comprehensive Sustainability Action Plan for the next five years that outlines goals, objectives, strategies, timelines, metrics, and responsible parties in the core areas of the University: Administration, Academics, and Operations.

Thanks to our century bond issued in 2015, we are no longer faced with an impending balloon payment on our debt, and this frees us to devote an additional \$1 million over the next four years to our major maintenance budget while setting aside for facilities projects as much as \$3 million each year (depending on budget surpluses). A list of such projects (over the next three five-year periods) is being developed and shared with campus constituencies. So far, the largest project would be replacing the Hall-Atwater science building with first-rate laboratories and teaching spaces. We also expect to make significant improvements to the housing of our collections, our informal learning spaces, the Film Studies center, and the Public Affairs Center, among others. These projects, amounting to more than \$250 million in facilities improvements, will be pursued in stages with input from faculty, staff, and students, and in concert with fundraising.

At the same time, we must continue to raise funds for the endowment. Building the endowment is key to any serious, sustainable effort to make Wesleyan affordable, and our plan is to raise \$40 million annually, of which only \$10–11 million is to be spent annually. Maintaining post-campaign enthusiasm among donors will be key for the Office of University Relations, which will also focus on analyzing alumni engagement metrics and increasing the number of alumni donors. And already it is thinking about the next fundraising campaign—one likely focused on facilities, financial aid, internships, and innovative academic positions and programs.



COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514

Voice: (781) 425 7785 Fax: (781) 425 1001 Web: https://cihe.neasc.org

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

1. Credit Hour: Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (CIHE Policy 111. See also Standards for Accreditation 4.34.)

Table with 2 columns: URL, Print Publications, Self-study/Interim Report Page Reference. URL: https://catalog.wesleyan.edu/academic-regulations/general-regulations/

2. Credit Transfer Policies. The institution’s policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (CIHE Policy 95. See also Standards for Accreditation 4.38, 4.39 and 9.19.)

Table with 2 columns: URL, Print Publications, Self-study/Interim Report Page Reference. URL: https://catalog.wesleyan.edu/academic-regulations/external-special-study/ https://catalog.wesleyan.edu/academic-regulations/transfer-students/

3. Student Complaints. “Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered.” (Standards for Accreditation 5.18, 9.8, and 9.19.)

Table with 2 columns: URL, Print Publications, Self-study/Interim Report Page Reference. URL: https://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf https://catalog.wesleyan.edu/academic-regulations/general-regulations/ http://www.wesleyan.edu/inclusion/titleix/titleix.html

4. Distance and Correspondence Education: Verification of Student Identity: If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (CIHE Policy 95. See also Standards for Accreditation 4.48.)

Table with 2 columns: Method(s) used for verification, Self-study/Interim Report Page Reference. Method(s) used for verification: N/A

5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (CIHE Policy 77.)

Table with 2 columns: URL, Print Publications, Self-study Page Reference. All cells are empty.

The undersigned affirms that Wesleyan University meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: [Signature]

Date: August 15, 2017

ANNUAL FINANCIAL REPORT
YEAR ENDED JUNE 30, 2016

WESLEYAN
UNIVERSITY



WESLEYAN UNIVERSITY

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UNIVERSITY ADMINISTRATION FOR 2015-16

Michael S. Roth David Baird Antonio Farias Joyce Jacobsen Key Nuttall Anne Martin John C. Meerts Nancy Hargrave Meislahn Charles Salas Andrew Tanaka Michael Whaley Barbara-Jan Wilson David Winakor	President Vice President for Information Technology and Chief Information Officer Vice President for Equity and Inclusion/Title IX Officer Provost and Vice President for Academic Affairs Chief Communications Officer Chief Investment Officer Vice President for Finance and Administration Dean of Admission and Financial Aid Director of Strategic Initiatives Chief of Staff Vice President for Student Affairs Vice President for University Relations General Counsel and Secretary of the University
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WESLEYAN UNIVERSITY

Office of Finance and Administration
237 High Street
Middletown, CT 06459-0241
(860) 685-2607 Fax (860) 685-2458



For: The Board of Trustees

From: Nathan Peters
Vice President for Finance and Administration

Date: October 26, 2016

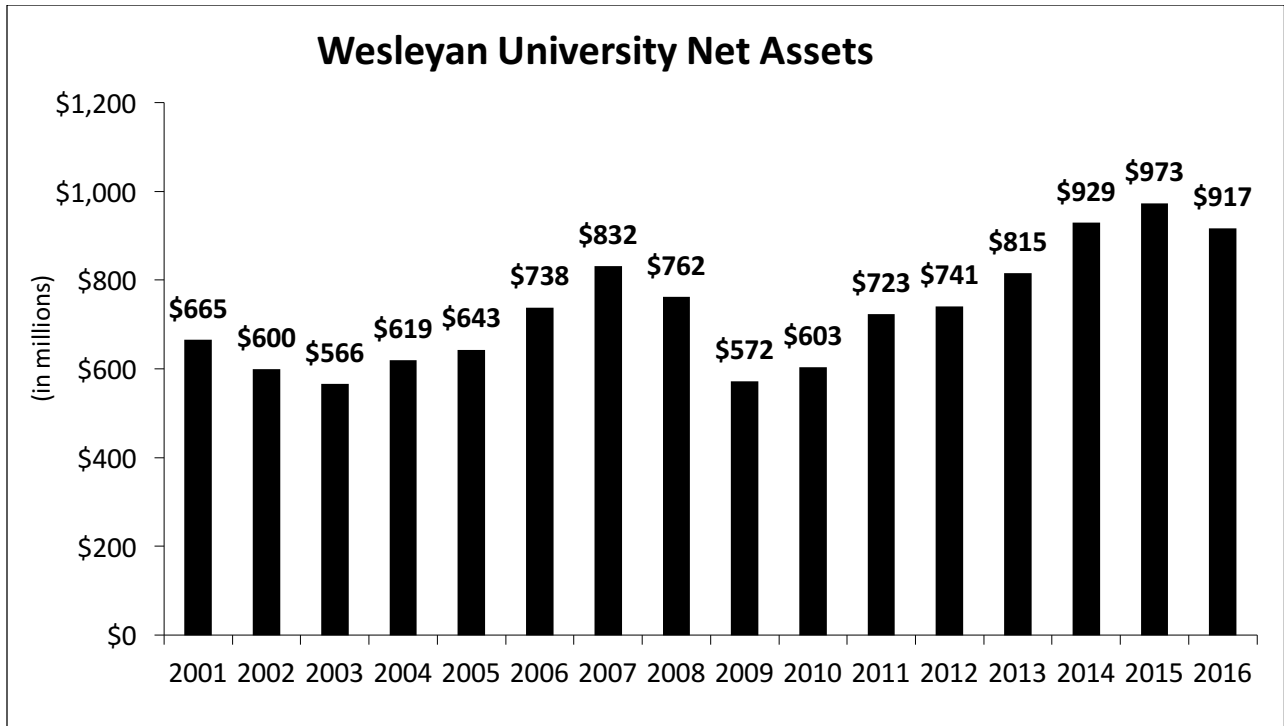
Subject: FY 2015/16 Annual Financial Report

It is my pleasure to present the Wesleyan University Annual Financial Report. The Financial Report is the means through which the University presents its financial condition to the Wesleyan community, trustees, to donors and friends of the University and to external constituencies.

2015-2016 Year in Review

Wesleyan's FY 2015/16 operating revenue exceeded expenditures by \$1 million. Total operating revenue and support for FY 2015/16 was \$203 million, an increase of 2% from FY 2014/15. Operating expenses were \$202 million representing a 5% increase from FY 2014/15.

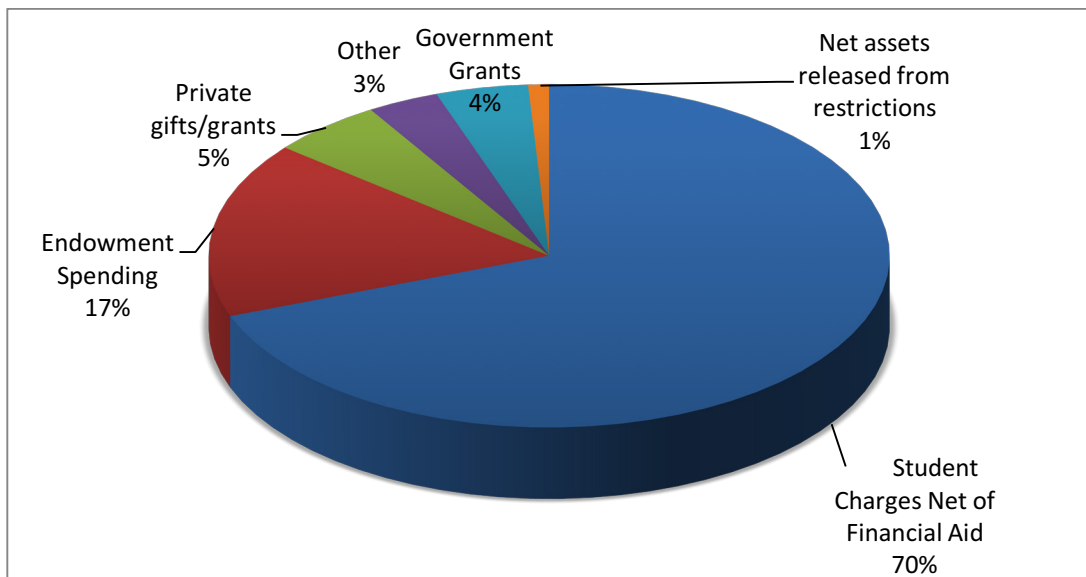
During the fiscal year ended June 30, 2016, Wesleyan University's net assets decreased by \$56 million (6%) from \$973 million to \$917 million. The decrease in the market value of Wesleyan's endowment from \$839 million to \$802 million, combined with the cost of debt refinancing were the major factors in the decrease of net assets. As detailed on page 4 and in Footnote 10, Wesleyan issued \$250 million in the form of 100-year maturity taxable bonds ("century bonds"). Of the total proceeds, the University used \$206 million to pay costs of issuance and legally defease all of the outstanding Series G bonds redeemable on July 1, 2020, leaving \$44 million to strengthen Wesleyan's long-term financial capacity.



Operations

Revenue

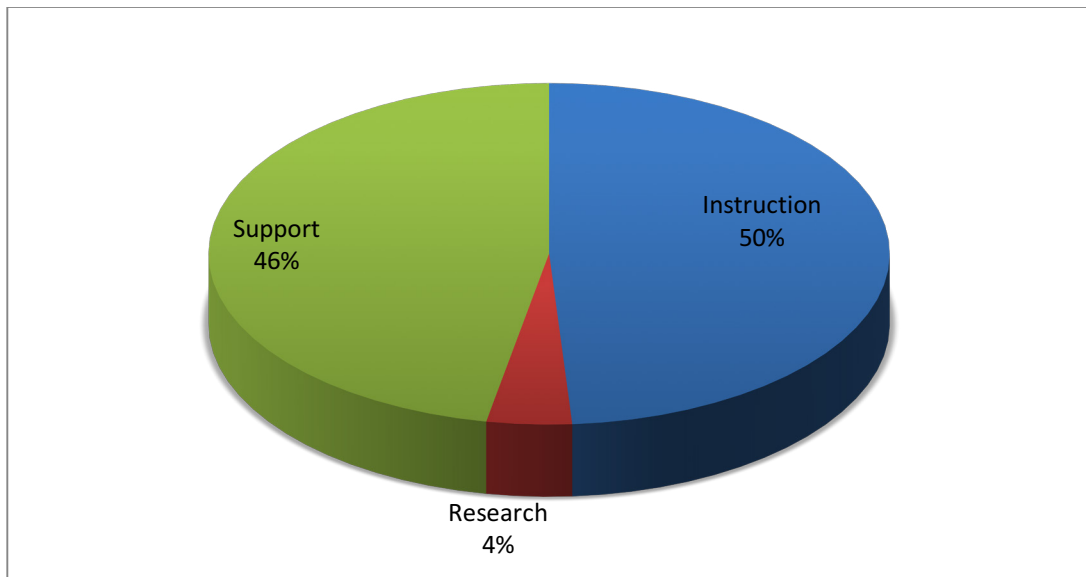
Almost 70% of Wesleyan’s total operating revenue comes from student fees (tuition, room, and board). Net of student financial aid, this revenue totaled \$139 million, a decrease of 0.4% from FY 2014/15. While tuition increased by 2.1%, this was offset by lower than anticipated enrollment. Financial aid totaling \$55 million decreased slightly by 0.4% resulting in an undergraduate tuition discount rate of 34%, similar to FY 2014/15.



The second most significant source of operating revenue is endowment support. This support is determined in accordance with an endowment spending policy approved by the Board of Trustees that is based on the prior year's spending plus inflation and an endowment market factor (better known as the Tobin Rule). Endowment support increased by \$2.5 million (8%) from \$31.6 million in FY 2014/15 to \$34.2 million in FY 2015/16. The endowment provides Wesleyan with resources that support a wide variety of programs across the University, ranging from general operations, to scholarships and professorships.

Expenditures

Overall expenses increased 5% reaching \$202 million. About half of Wesleyan's operating budget is spent on its central academic mission, instruction and research (\$109 million). In addition, Wesleyan spends proportionately more on academic priorities and less on support activities than peer institutions.



Financial Assets to Support the University

Wesleyan's assets totaled over \$1.3 billion, reflecting conservative spending policies and strong endowment returns over time. As detailed in Footnote 5, Wesleyan's endowment ended the fiscal year at \$802 million. The \$37 million decrease from the prior year value of \$839 million is a net result of gifts, spending and returns.

Assets

Assets remained over the \$1 billion mark. The decrease in the endowment value was offset by \$44 million received in century bond proceeds. University investments hold solid liquidity as evidenced in Footnote 4. Including cash and short-term investments, 30% of the University's investments have daily redemption terms.

Liabilities

Liabilities increased by \$70 million to \$351 million primarily due to an increase in long-term debt. Excluding the additional debt, liabilities would have increased less than 1%.

Century Bond

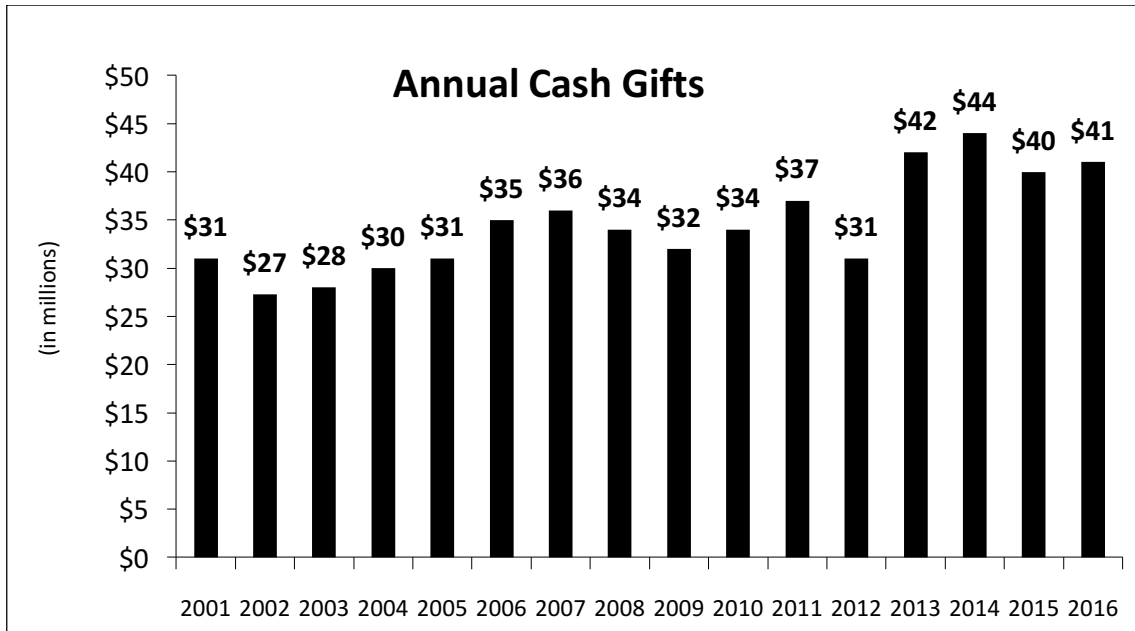
On May 31, 2016, the University took advantage of historically low interest rates and issued \$250 million of century bonds at an interest rate of 4.781%. As shown in the table below, the University used \$203 million to create a "Refunding Trust", with Bank of New York Mellon as trustee, to legally defease all of Wesleyan's outstanding tax-exempt Series G bonds redeemable on July 1, 2020. \$44 million of net proceeds from the bond issue was invested in short term investments as of June 30, 2016 to be used strategically to enhance Wesleyan's future resources.

	(\$s in millions)
Defease Series G	\$ 203
Cost of Issuance	3
Capacity Building	<u>44</u>
Total	<u>\$ 250</u>

In addition, to avoid leaving future generations of University leadership with disadvantageous financial obligations, the University created a "Century Fund" with an initial investment of \$2 million in a S&P 500 index fund in July, 2016 out of existing operating reserves, anticipated to grow in value in order to pay the principal of the bonds when due in 2116.

Wesleyan Fundraising

In FY 2015/16, alumni, parents, and friends gave \$41 million in cash to Wesleyan University, an increase of \$1 million from the prior year and the fourth year in a row with cash contributions \$40 million or greater. 38% of alumni donated funds reflecting a firm financial commitment to Wesleyan from our donors. Overall, FY 2015/16 was a very strong fundraising year, bringing in a total of \$78 million in new campaign commitments. FY 2015/16 celebrated the conclusion of the most successful fundraising campaign in Wesleyan's history. "This is Why" raised over \$482 million, far exceeding the initial goal of \$400 million. The majority of the funds raised were added to the endowment for financial aid and other curricular initiatives.



Conclusion

While Wesleyan remains financially healthy today, it continues to move aggressively to ensure economic sustainability in the future. As it does so, it will continue to exercise a disciplined budget process in a manner that protects the teaching, research, and the student experience.

Financial Results

Year Ended June 30, 2016





KPMG LLP
One Financial Plaza
755 Main Street
Hartford, CT 06103

Independent Auditors' Report

The Board of Trustees
Wesleyan University:

We have audited the accompanying financial statements of Wesleyan University, which comprise the statement of financial position as of June 30, 2016, the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with U.S. generally accepted accounting principles; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Wesleyan University as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with U.S. generally accepted accounting principles.



Report on Summarized Comparative Information

We have previously audited Wesleyan University's 2015 financial statements, and we expressed an unmodified audit opinion on those financial statements in our report dated October 19, 2015. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2015 is consistent, in all material respects, with the audited financial statements from which it has been derived.

KPMG LLP

October 26, 2016

WESLEYAN UNIVERSITY
Statement of Financial Position
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

	<u>2016</u>	<u>2015</u>
ASSETS		
Cash and cash equivalents	\$ 13,137	11,045
Short-term investments	98,097	64,293
Receivables, net, and other assets	13,114	12,616
Pledges receivable, net	31,545	22,010
Long-term investments	798,418	833,879
Investment in plant, net	313,625	310,233
Total assets	<u>\$ 1,267,936</u>	<u>1,254,076</u>
LIABILITIES		
Accounts payable and accrued expenses	\$ 15,374	15,127
Liabilities associated with investments	-	2,016
Student deposits and deferred revenues	2,939	2,470
Split-interest obligations	9,608	8,302
Postretirement benefit obligation	22,583	20,023
Long-term debt	282,032	214,560
Asset retirement obligation	13,071	13,268
Federal student loan advances	5,331	5,331
Total liabilities	<u>350,938</u>	<u>281,097</u>
NET ASSETS		
Unrestricted	301,496	345,818
Temporarily restricted	311,203	353,001
Permanently restricted	304,299	274,160
Total net assets	<u>916,998</u>	<u>972,979</u>
Total liabilities and net assets	<u>\$ 1,267,936</u>	<u>1,254,076</u>

See accompanying notes to financial statements.

WESLEYAN UNIVERSITY
Statement of Activities
Year ended June 30, 2016
(with summarized comparative financial information for the year ended June 30, 2015)
(in thousands of dollars)

	2016			Total	Total 2015
	Unrestricted	Temporarily restricted	Permanently restricted		
OPERATING ACTIVITIES:					
REVENUES AND OTHER SUPPORT					
Tuition	\$ 152,211	-	-	152,211	152,937
Room and board	41,545	-	-	41,545	41,627
Less scholarships and other aid	(55,044)	-	-	(55,044)	(55,278)
Net student charges	138,712	-	-	138,712	139,286
Contributions	10,675	-	-	10,675	9,220
Government and foundation grants	8,693	-	-	8,693	9,324
Other revenues	7,015	-	-	7,015	7,977
Nonoperating net assets used in operations:					
Endowment return used in operations	34,169	-	-	34,169	31,618
Restricted and designated net assets used in operations	3,765	-	-	3,765	2,214
Total revenues and other support	203,029	-	-	203,029	199,639
EXPENSES					
Instruction	100,905	-	-	100,905	93,618
Research	8,350	-	-	8,350	7,777
Libraries	10,716	-	-	10,716	10,327
Student services	12,191	-	-	12,191	11,658
Institutional support	26,303	-	-	26,303	24,732
Auxiliary activities	43,256	-	-	43,256	43,683
Total expenses	201,721	-	-	201,721	191,795
Changes in net assets from operating activities	1,308	-	-	1,308	7,844
NON-OPERATING ACTIVITIES:					
Contributions	1,384	4,992	29,579	35,955	23,244
Net investment return	(11,764)	(17,460)	(267)	(29,491)	47,709
Nonoperating net assets used in operations	(37,934)	-	-	(37,934)	(33,832)
Other changes	(2,015)	(69)	2,084	-	-
Loss on extinguishment of debt, net	(20,937)	-	-	(20,937)	-
Change in value of split-interest agreements	-	(1,065)	(1,257)	(2,322)	(993)
Postretirement benefit obligation changes	(2,560)	-	-	(2,560)	(448)
Net assets released from restrictions	28,196	(28,196)	-	-	-
Total non-operating activities	(45,630)	(41,798)	30,139	(57,289)	35,680
Change in net assets	(44,322)	(41,798)	30,139	(55,981)	43,524
Net assets at beginning of year	345,818	353,001	274,160	972,979	929,455
Net assets at end of year	\$ 301,496	311,203	304,299	916,998	972,979

See accompanying notes to financial statements.

WESLEYAN UNIVERSITY
Statement of Cash Flows
Year ended June 30, 2016
(with comparative financial information for the year ended June 30, 2015)
(in thousands of dollars)

	2016	2015
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ (55,981)	43,524
Adjustments to reconcile change in net assets to cash used for operating activities:		
Depreciation	10,703	10,478
Amortization of bond premium	(984)	(1,030)
Loss on extinguishment of debt, net	20,937	-
Net losses (gains) from investments and trusts	28,163	(48,772)
Gifts received for long-term investment	(21,607)	(22,013)
Postretirement benefit obligation change	2,560	448
Changes in assets and liabilities that provide (use) cash:		
Accounts receivable, net	675	(242)
Pledges receivable, net	(9,535)	5,469
Prepaid and other assets	(1,028)	755
Accounts payable	1,827	(534)
Student deposits and deferred revenue	469	(281)
Change in valuation of split-interest obligations	2,223	848
Asset retirement obligation	(197)	(197)
Net cash used in operating activities	(21,775)	(11,547)
CASH FLOWS FROM INVESTING ACTIVITIES		
Additions to property and equipment	(15,820)	(12,341)
Change in deposit with brokers for short sales	(2,016)	(5,052)
Purchases of securities sold short	(1,863)	(4,669)
Purchases of long-term investments	(147,672)	(300,243)
Sales of long-term investments	156,597	312,273
Purchases of short-term investments	(97,048)	(68,250)
Sales of short-term investments	63,480	69,775
Net cash used in investing activities	(44,342)	(8,507)
CASH FLOWS FROM FINANCING ACTIVITIES		
Gifts received for long-term investment	21,607	22,013
Payments to beneficiaries of split-interest agreements	(917)	(1,022)
Issuance of long-term debt	262,920	-
Repayments of long-term debt	(13,563)	(682)
Advance refunding of debt	(199,368)	-
Costs of debt issuance	(2,470)	-
Net cash provided by financing activities	68,209	20,309
Net change in cash and cash equivalents	2,092	255
Cash and cash equivalents at beginning of year	11,045	10,790
Cash and cash equivalents at end of year	\$ 13,137	11,045
Other cash flow information:		
Cash paid for interest	\$ 8,717	8,542
Change in accounts payable related to property and equipment	\$ (1,579)	2,414

See accompanying notes to financial statements.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(1) Organization

Wesleyan University, (the University), founded in 1831, is a private residential not-for-profit institution of higher learning. The University is co-educational and has approximately 3,000 students situated on a 280-acre campus, located in Middletown, Connecticut. It offers Bachelors of Arts in 45 fields, plus Masters and PhDs in selected disciplines. The University is accredited by the New England Association of Schools and Colleges.

(2) Summary of Significant Accounting Policies

The significant accounting policies followed by the University are described below:

(a) Basis of Reporting

The financial statements of the University have been prepared on the accrual basis in accordance with U.S. generally accepted accounting principles (GAAP). The University applies the Financial Accounting Standards Board's (FASB's) Accounting Standards Codification (ASC), which is the single source of authoritative GAAP.

The financial statements include prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with GAAP. Accordingly, such information should be read in conjunction with the University's financial statements for the year ended June 30, 2015, from which the summarized comparative financial information was derived.

(b) Net Asset Categories

The financial statements report on the University as a whole and present transactions based upon the existence or absence of donor-imposed restrictions in the following net asset categories:

Permanently Restricted Net Assets: Gifts that a donor restricts to be held in perpetuity. These funds represent primarily the original gift value of donor-restricted endowment funds and also include pledges to endowment. Generally, the donors of these assets permit the University to use all or part of the investment return on these assets.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Temporarily Restricted Net Assets: Gifts subject to donor-imposed restrictions that will be met by actions of the University and/or the passage of time. This includes unspent return on donor-restricted endowment funds, restricted gifts for current operations and gifts for plant projects, life income and other deferred gifts, and pledges for purposes other than endowment.

Unrestricted Net Assets: All other net assets not subject to donor-imposed restrictions, which the University may use at its discretion. Certain net assets classified as unrestricted are internally designated for specified use. Federal grants are generally considered to have significant conditions when awarded, and consequently, increase unrestricted revenue as they are expended.

(c) Expiration of Donor-Imposed Restrictions

All gifts are considered available for unrestricted use unless specifically restricted by the donor. Amounts that are restricted by the donor as to time or for specific purposes are reported as temporarily restricted or permanently restricted. When a qualifying expenditure occurs or a time restriction expires, temporarily restricted net assets are reduced and unrestricted net assets are correspondingly increased as net assets released from restrictions in the statement of activities. Accumulated gains in the endowment are released from restriction when appropriated by the Board and spent according to the University's Endowment Spending Policy (see note 5).

(d) Statement of Activities

The statement of activities reports changes in net assets from operating and non-operating activities. Operating revenues consist of those items attributable to the University's undergraduate and graduate education programs and research conducted by the academic departments, as well as all contributions other than those restricted for long-term investment.

Non-operating activities include investment return on long-term investments, contributions received other than for current operations, postretirement benefit obligation adjustments other than net periodic benefit cost, changes in value of split-interest agreements, as well as certain items not related to the University's ongoing academic or research activities. To the extent non-operating contributions, investment income and gains are used for operations, they are reclassified as non-operating assets used in operations.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Tuition revenues are reported net of the discount attributable to reductions in amounts charged to students, whether as unrestricted University financial aid or reductions from endowment funds or certain government grants awarded to students by the University.

Contributions, including unconditional promises to give, are recognized in the period received. Contributions of assets other than cash are reported at their estimated fair value. Contributions to be received after one year are discounted at the appropriate rate commensurate with the risks involved. Amortization of the discount is recorded as additional contribution revenue. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met. Contributions of cash or other assets that must be used to acquire long-lived assets are reported as increases in temporarily restricted net assets until the assets are acquired and placed in service.

Operating expenses associated with the operation and maintenance of University plant assets, as well as interest and depreciation expense, are allocated on the basis of square footage utilized by the functional categories.

(e) Cash Equivalents and Short-Term Investments

Cash equivalents include only short-term, highly liquid working capital investments (those with original maturities three months or less). Short-term investments include amounts invested in short-term, liquid assets selected to provide optimum return for the University's ongoing operations.

(f) Receivables

The University extends credit to students in the form of accounts receivable and loans for educational purposes. At June 30, 2016 and 2015, student accounts receivable were \$1,330 and \$1,343, net of an allowance for doubtful accounts of \$433 and \$508, respectively. Student loans receivable at June 30, 2016 and 2015 were \$7,820 and \$8,482 respectively net of an allowance for doubtful accounts of \$1,125.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(g) Fair Value Measurements

Investments are reported at fair value. Fair value generally represents the price that would be received upon the sale of an asset or paid upon the transfer of a liability in an orderly transaction between market participants as of the measurement date. If an investment is held directly by the University and an active market with quoted prices exists, the University reports the fair value as the quoted price of an identical security.

The University also holds alternative investments such as private equity, venture capital, hedge funds, and real asset strategies. Such alternative investments, generally held through funds, may hold securities or other financial instruments for which an active market exists and are priced accordingly. In addition, such funds may hold assets which require the estimation of fair values in the absence of readily determinable market values. Such valuations are determined by fund managers and generally consider variables such as operating results, comparable earnings multiples, projected cash flows, recent sales prices, and other pertinent information, and may reflect discounts for the illiquid nature of certain investments held.

The University generally applies the provisions of ASC 820-35-58, *Investments in Certain Entities that Calculate Net Asset Value (NAV) Per Share (or Equivalent)*, with respect to investments in non-registered and alternative funds. This guidance allows for the estimation of the fair value of such investments using NAV per share or its equivalent reported by the fund managers as a practical expedient.

These investments are generally redeemable or may be liquidated at NAV under the original terms of the subscription agreements and operations of the underlying funds. However, it is possible that these redemption rights may be restricted or eliminated by the funds in the future in accordance with the underlying fund agreements. The nature of certain investments held by these funds, changes in market conditions and the economic environment may significantly impact the NAV of the funds and, consequently, the fair value of the University's interests in the funds. Furthermore, changes to the liquidity provisions of the funds may significantly impact the fair value of the University's interest in the funds. Although certain investments may be sold in secondary market transactions, subject to meeting certain requirements of the governing documents of the funds, the secondary market is not active and individual transactions are not necessarily observable. It is therefore reasonably possible that if the University were to sell its interest in a fund in the secondary market, the sale could occur at an amount materially different than the reported value.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

As of June 30, 2016 and 2015, the University had no specific plans or intentions to sell investments at amounts different than NAV.

The GAAP fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels:

- Level 1 – quoted prices (unadjusted) in active markets that are accessible at the measurement date for assets or liabilities;
- Level 2 – observable prices that are based on inputs not quoted in active markets, but corroborated by market data; and
- Level 3 – unobservable inputs are used when little or no market data is available.

In determining fair value, the University utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible. The University classifies its assets and liabilities in the hierarchy based on these inputs. Investments in funds measured at NAV as a practical expedient are not categorized within the fair value hierarchy.

Accounting Standards Update (ASU) 2015-10, *Technical Corrections and Improvements*, clarifies that certain investments with structures similar to registered mutual funds may have a readily determinable fair value (RDFV) if the NAV per unit or share is determined, published, and used as the basis for current transactions. Unlike investments measured using NAV as a practical expedient to estimate fair value, investments meeting these criteria are deemed to be accounted for at fair value and are categorized in the fair value hierarchy table, even though published NAVs generally remain the basis for measuring fair value. Based on these criteria, in 2016 the University re-evaluated certain investments to determine whether they have a RDFV. Based on that re-evaluation, certain accounting and disclosure policies were retrospectively amended, and certain investments aggregating \$20,435 previously accounted for using NAV as a practical expedient as of June 30, 2015 were determined to have a RDFV. Accordingly, the fair value hierarchy table as of June 30, 2015 has been retroactively restated to include disclosure of such investments in Level 1, consistent with registered mutual funds, at that date. These changes did not result in any adjustments to those investments' fair values as originally reflected in the June 30, 2015 statement of financial position.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(h) Investment in Plant

Investment in plant is stated at cost at the date of acquisition or estimated fair value at the date of donation in the case of gifts. Depreciation is calculated on a straight-line basis using useful lives of 50 years for buildings, 25 years for building improvements, 10 years for equipment and 7 years for computer hardware and software.

The University recognizes the fair value of a liability for legal obligations associated with asset retirements in the period in which the obligation is incurred, in accordance with ASC 410, *Asset Retirement and Environmental Obligations*, if a reasonable estimate of the fair value of the obligation can be made. When the liability is initially recorded, the cost of the asset retirement obligation is capitalized by increasing the carrying amount of the related long-lived asset. The liability is accreted to its present value each period, and the capitalized cost associated with the retirement obligation is depreciated over the useful life of the related asset. Any difference between the cost to actually settle the asset retirement obligation and the liability recorded is recognized as an operating gain or loss in the statement of activities.

(i) Liabilities Associated with Investments

The University may, from time to time, incur liabilities associated with its investment portfolio as a result of securities sold short or other transactions. In order to terminate a short position, the University must acquire and deliver to the lender a security identical to the one it borrowed and sold short, and a gain or loss is recognized for the difference between the short sale proceeds and the cost of the identical security acquired. Liabilities reported on the statement of financial position at June 30, 2015 represent the fair value of the identical securities that must be acquired to settle the obligation to the lender. The liabilities would be classified as Level 1 in the fair value hierarchy given that they are measured based on marketable securities. There were no such liabilities outstanding at June 30, 2016.

(j) Income Taxes

The University is generally exempt from income taxes under Internal Revenue Code, Section 501(a), as an organization described in Section 501(c)(3). The University assesses uncertain tax positions and determined that there were no such positions that have a material effect on the financial statements.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(k) Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

(l) Risks and Uncertainties

Investments are exposed to various risks, such as interest rate, market and credit. Due to the level of risk associated with certain investments and the level of uncertainty related to changes in their value, it is reasonably possible that changes in these risks in the near term could materially affect amounts reported in the financial statements.

(m) Reclassifications

Certain amounts in the fiscal 2015 financial statements have been reclassified to conform to the fiscal 2016 presentation.

(3) Pledges Receivable

A summary of pledges scheduled to be received at June 30 is as follows:

	<u>2016</u>	<u>2015</u>
Less than one year	\$ 13,484	13,707
One to five years	21,538	10,645
More than five years	190	15
	<u>35,212</u>	<u>24,367</u>
Less allowance for uncollectible pledges	(3,332)	(2,223)
Less discount for present value	(335)	(134)
Net pledges receivable	<u>\$ 31,545</u>	<u>22,010</u>

The University applies an allowance for uncollectible pledges based on factors such as prior collection history, type of contribution, nature of the fundraising activity, and future collection expectations. Discount rates used range from 0.39% to 3.69%.

University Relations expenditures, which are primarily for fundraising purposes and alumni activity, totaled \$8,076 and \$7,771 in fiscal years 2016 and 2015, respectively, and are included in institutional support in the statement of activities.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(4) Investments

The University's assets that are reported at estimated fair value are summarized in the following tables by their fair value hierarchy classification:

As of June 30, 2016	Investments Measured at NAV	Investments Classified in the Fair Value Hierarchy			Total
		Level 1	Level 2	Level 3	
Cash	\$ -	13,137	-	-	13,137
Short-term investments	-	98,097	-	-	98,097
Long-term investments:					
Money market funds and cash equivalents	-	8,368	-	-	8,368
Fixed income	-	41,140	-	-	41,140
Domestic equity	42,153	51,133	-	-	93,286
International equity	139,686	17,203	-	-	156,889
Real estate	48,403	-	-	-	48,403
Natural resources	40,036	11,468	-	5,000	56,504
Venture capital	53,941	-	-	-	53,941
Buyout	89,559	-	-	-	89,559
Other private equity	25,624	-	-	-	25,624
Absolute return					
Long/short equity	49,772	-	-	-	49,772
Multi-strategy absolute return	65,794	-	-	-	65,794
Other absolute return	78,719	-	-	-	78,719
Absolute return in liquidation	4,216	-	-	-	4,216
Split-interest agreements *	-	15,450	-	-	15,450
Other investments	407	21	-	3,738	4,166
Funds held or administered by others	-	-	-	6,587	6,587
Total long-term investments	<u>638,310</u>	<u>144,783</u>	<u>-</u>	<u>15,325</u>	<u>798,418</u>
Total	<u>\$ 638,310</u>	<u>256,017</u>	<u>-</u>	<u>15,325</u>	<u>909,652</u>

*Split-interest agreements are invested in mutual funds with daily liquidity.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

As of June 30, 2015	Investments Measured at NAV	Investments Classified in the Fair Value Hierarchy			Total
		Level 1	Level 2	Level 3	
Cash	\$ -	11,045	-	-	11,045
Short-term investments	-	64,293	-	-	64,293
Long-term investments:					
Money market funds and cash equivalents	-	16,612	-	-	16,612
Fixed income	-	37,283	-	-	37,283
Domestic equity	46,697	55,590	-	-	102,287
International equity	141,967	23,142	-	-	165,109
Real estate	43,376	-	-	-	43,376
Natural resources	49,004	9,159	-	-	58,163
Venture capital	47,492	-	-	-	47,492
Buyout	85,355	-	-	-	85,355
Other private equity	31,604	-	-	-	31,604
Absolute return					
Long/short equity	49,315	-	-	-	49,315
Multi-strategy absolute return	64,578	-	-	-	64,578
Other absolute return	81,986	-	-	-	81,986
Absolute return in liquidation	21,078	-	-	-	21,078
Split interest agreements *	-	17,252	-	-	17,252
Other investments	1,336	21	-	4,074	5,431
Funds held or administered by others	-	-	-	6,958	6,958
Total long-term investments	663,788	159,059	-	11,032	833,879
Total	\$ 663,788	234,397	-	11,032	909,217

*Split-interest agreements are invested in mutual funds with daily liquidity.

As described in note 2(g), in 2016 the University revised the June 30, 2015, fair value table above by restating \$20,435 from investments previously measured at net asset value to level 1 in the fair value hierarchy as these investments have a structure similar to a mutual fund and a readily determinable fair value.

Short-term investments consist primarily of money market accounts and other short-term liquid assets.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

The following tables present the University's activity for the fiscal years ended June 30, 2016 and 2015 for Level 3 investments:

June 30, 2016						
Level 3 roll forward	Beginning Balance as of July 1, 2015	Transfers from NAV Measured	Purchases	Sales and Maturities	Net realized and unrealized gains (losses)	Ending Balance as of June 30, 2016
Natural resources	\$ -	5,000	-	-	-	5,000
Other investments	4,074	-	-	(337)	1	3,738
Funds held or administered by others	6,958	-	-	-	(371)	6,587
	\$ 11,032	5,000	-	(337)	(370)	15,325

June 30, 2015					
Level 3 roll forward	Beginning Balance as of July 1, 2014	Purchases	Sales and Maturities	Net realized and unrealized losses	Ending Balance as of June 30, 2015
Other investments	\$ 4,564	-	(490)	-	4,074
Funds held or administered by others	7,122	-	-	(164)	6,958
	\$ 11,686	-	(490)	(164)	11,032

The University has committed to invest in various limited partnerships. Under the terms of the partnership agreements, the University is obligated to remit additional funding periodically as managers exercise capital calls. These partnerships have a limited existence, generally ten years, and such agreements may provide annual extensions for the purpose of disposing portfolio holdings and returning capital to investors. Depending on market conditions, an inability to execute the fund's strategy, and other factors, a manager may extend the terms of a fund beyond its originally anticipated existence or may wind the fund down prematurely. As a result, the timing and amount of future capital calls expected in any particular future year is uncertain within a range of between one and eleven years. The aggregate amount of unfunded commitments associated with investments as of June 30, 2016 was \$181,267.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Investment liquidity as of June 30, 2016 is aggregated below based on redemption or sale terms:

	In liquidation	Daily	Monthly to Quarterly	Semi- Annual to Annual	Initial Lockup	Illiquid	Total
Cash	\$ -	13,137	-	-	-	-	13,137
Short-term investments	-	98,097	-	-	-	-	98,097
Long-term investments							
Money market funds and cash equivalents	-	8,368	-	-	-	-	8,368
Fixed income	-	41,140	-	-	-	-	41,140
Domestic equity	-	51,133	42,153	-	-	-	93,286
International equity	-	41,134	88,416	15,512	5,491	6,336	156,889
Real estate	-	-	-	-	-	48,403	48,403
Natural resources	-	11,468	-	-	-	45,036	56,504
Venture capital	-	-	-	-	-	53,941	53,941
Buyout	-	-	-	-	-	89,559	89,559
Other private equity	-	-	-	25,624	-	-	25,624
Absolute return	4,216	-	30,398	93,778	51,091	19,018	198,501
Split interest agreements	-	15,450	-	-	-	-	15,450
Other investments	-	348	-	-	-	3,818	4,166
Funds held or administered by others	-	-	-	-	-	6,587	6,587
Total	\$ 4,216	280,275	160,967	134,914	56,582	272,698	909,652

Certain funds contain lockup provisions. Under such provisions, share classes of the investment are available for redemption at prescribed dates in accordance with the partnership agreement of the fund. In some cases, funds may impose fees in exchange for advanced liquidity opportunities. A portion of the underlying investments within the categories of monthly to quarterly and semi-annual to annual may include private or side pocket investments from which the University may not have an ability to redeem. Additionally, tranches of certain funds within these categories may restrict redemptions to a portion of the value over a rolling quarterly or annual basis.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

The following summarizes investment return components for the years ended June 30, 2016 and 2015:

Investment Return:	<u>2016</u>	<u>2015</u>
Interest and dividends	\$ 1,413	1,473
Realized gains, net	25,475	49,479
Unrealized losses, net	(53,638)	(707)
Investment management fees	<u>(2,741)</u>	<u>(2,536)</u>
Net return	<u>\$ (29,491)</u>	<u>47,709</u>

(5) Endowment

The University follows the guidelines in ASC 958-205 to classify net assets of donor-restricted endowment funds for a not-for-profit organization that is subject to the State of Connecticut's version of the Uniform Prudent Management of Institutional Funds Act (UPMIFA).

The University's endowment consists of approximately 1,300 individual funds established for a variety of purposes, including both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. Net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed restrictions.

(a) Relevant Law

UPMIFA requires the preservation of the fair value of the original gift as of the gift date of the donor-restricted endowment fund absent explicit donor stipulations to the contrary. The University classifies as permanently restricted net assets (a) the original value of gifts donated to the permanent endowment, (b) the original value of subsequent gifts to the permanent endowment, and (c) accumulations to the permanent endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of a donor-restricted endowment fund that is not classified in permanently restricted net assets is classified as temporarily restricted net assets until those amounts are appropriated for expenditure by the University in a manner consistent with the standard of prudence prescribed by UPMIFA.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

UPMIFA provides standards for investing in a prudent manner by establishing a duty to minimize cost, diversify the investments, investigate facts relevant to the investment of the fund, to consider tax consequences of investment decisions and that investment decisions be made in light of the fund's entire portfolio as a part of an investment strategy having risk and return objectives reasonably suited to the fund and to the University. UPMIFA also permits the University to appropriate for expenditure or accumulate so much of an endowment fund as the University determines to be prudent for the uses, benefits, purposes and duration for which the endowment fund is established, thereby eliminating the restriction that a fund could not be spent below its historical dollar value. The University considers the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund
- The purposes of the University and the donor-restricted endowment fund
- General economic conditions
- The possible effect of inflation and deflation
- The expected total return from income and the appreciation of investments
- Other resources of the University
- The investment policies of the University

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Changes in endowment funds for the year ended June 30, 2016 are as follows:

	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>Total</u>
Endowment assets, June 30, 2015	\$ 239,937	339,248	259,589	838,774
Investment return	(11,510)	(17,440)	(516)	(29,466)
Contributions	-	87	21,369	21,456
Transfers in	6,301	-	-	6,301
Other increases (decreases)	(2,137)	49	1,396	(692)
Appropriation of endowment assets for expenditure	(9,737)	(24,432)	-	(34,169)
Endowment assets, June 30, 2016	<u>\$ 222,854</u>	<u>297,512</u>	<u>281,838</u>	<u>802,204</u>
Composition of endowment assets				
Donor-restricted endowment funds	\$ (4,324)	296,761	281,838	574,275
Board-designated endowment funds	205,872	751	-	206,623
Sub-total	<u>201,548</u>	<u>297,512</u>	<u>281,838</u>	<u>780,898</u>
Working capital funds	21,306	-	-	21,306
Total endowment assets	<u>\$ 222,854</u>	<u>297,512</u>	<u>281,838</u>	<u>802,204</u>

Changes in endowment funds for the year ended June 30, 2015 are as follows:

	<u>Unrestricted</u>	<u>Temporarily restricted</u>	<u>Permanently restricted</u>	<u>Total</u>
Endowment assets, June 30, 2014	\$ 226,024	330,012	237,298	793,334
Investment return	16,082	31,957	493	48,532
Contributions	1,713	-	21,514	23,227
Transfers in	5,003	-	-	5,003
Other increases (decreases)	239	(227)	284	296
Appropriation of endowment assets for expenditure	(9,124)	(22,494)	-	(31,618)
Endowment assets, June 30, 2015	<u>\$ 239,937</u>	<u>339,248</u>	<u>259,589</u>	<u>838,774</u>
Composition of endowment assets				
Donor-restricted endowment funds	\$ (1,178)	338,738	259,589	597,149
Board-designated endowment funds	224,737	510	-	225,247
Sub-total	<u>223,559</u>	<u>339,248</u>	<u>259,589</u>	<u>822,396</u>
Working capital funds	16,378	-	-	16,378
Total endowment assets	<u>\$ 239,937</u>	<u>339,248</u>	<u>259,589</u>	<u>838,774</u>

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Working capital funds are operating reserves invested in the endowment and are not subject to the endowment spending policy.

(b) Funds with Deficiencies

From time to time, the fair value of assets associated with individual donor-restricted endowment funds may fall below their original contributed value. Deficiencies of this nature that are reported in unrestricted net assets were \$4,324 and \$1,178 as of June 30, 2016 and 2015, respectively. These deficiencies resulted from unfavorable market fluctuations that occurred after the investment of new permanently restricted contributions and/or appropriation from such funds. Subsequent gains that restore the fair value of the assets of the endowment fund to the required level will be classified as an increase in unrestricted net assets.

(c) Return Objectives and Risk Parameters

A portion of the endowment assets is included in an investment pool that is accounted for on a unitized market value basis, with each individual fund subscribing to or disposing of units on the basis of the market value per unit of the pool at the end of the calendar month within which the transaction took place. The value of the units is based on a total return investment policy.

The University has adopted investment and spending policies for the endowment that attempt to provide a predictable stream of funding to programs supported by the endowment while seeking to maintain the purchasing power of the endowment assets.

(d) Strategies Employed for Achieving Objectives

To satisfy its long term rate-of-return objectives, the University relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). The University targets a diversified asset allocation that places emphasis on investments in equities, fixed income and alternative investments to achieve its long-term return objectives with prudent risk constraints.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(e) Spending Policy and How the Investment Objectives Relate to Spending Policy

Wesleyan follows a spending policy known as the Tobin rule, named for James Tobin, recipient of the 1981 Nobel Prize in Economics. This rule sets the annual distribution using a quantitative formula that combines elements of stability and market conditions. The University's endowment spending is 70% based on the prior year's spending plus inflation (measured by the Higher Education Price Index (HEPI) as of June 30 of the past fiscal year) and 30% from 4.5% of the market value of endowment as of June 30 of the previous fiscal year. For fiscal 2016 and 2015, \$34,169 and \$31,618 were appropriated, respectively.

(6) Temporarily Restricted Net Assets

Temporarily restricted net assets consist of the following at June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Restricted for endowment:		
Financial aid	\$ 95,378	\$ 108,228
Instruction and research	80,285	92,817
Library	9,080	10,233
General purposes	<u>112,769</u>	<u>127,806</u>
Temporarily Restricted Endowment	297,512	339,084
General-purpose pledges	418	579
Instruction & Research	8,302	7,389
Financial Aid	2,287	2,294
Facilities	695	615
Other	<u>1,989</u>	<u>3,040</u>
Total temporarily restricted net assets	<u><u>\$ 311,203</u></u>	<u><u>\$ 353,001</u></u>

Net assets released during fiscal 2016 and 2015 from temporary donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of events specified by donors were as follows:

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

	<u>2016</u>	<u>2015</u>
Activities:		
General institutional	\$ 6,999	\$ 6,737
Instruction and research	10,346	9,421
Financial aid	8,019	7,620
Other	773	930
Pledge payments on general-purpose gifts	<u>2,059</u>	<u>2,416</u>
Total net assets released	<u>\$ 28,196</u>	<u>\$ 27,124</u>

(7) Permanently Restricted Net Assets

The original gift value of permanently restricted net assets consists of the following at June 30, 2016 and 2015:

	<u>2016</u>	<u>2015</u>
Financial aid	\$ 148,606	\$ 135,086
Instruction and research	103,366	95,981
Facilities maintenance	4,145	4,145
Library	3,080	3,080
General purposes	<u>22,641</u>	<u>21,311</u>
Total permanently restricted endowment	281,838	259,603
Pledges	22,297	14,009
Other	164	548
Total permanently restricted net assets	<u>\$ 304,299</u>	<u>\$ 274,160</u>

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(8) Investment in Plant

At June 30, 2016 and 2015, the components of the University's investment in plant were as follows:

	<u>2016</u>	<u>2015</u>
Campus land and improvements	\$ 31,548	\$ 29,962
Buildings and improvements	404,327	394,899
Equipment	109,608	107,512
Construction in progress	1,244	286
Total	<u>546,727</u>	<u>532,659</u>
Less accumulated depreciation	<u>(233,102)</u>	<u>(222,426)</u>
Total investment in plant, net	<u>\$ 313,625</u>	<u>\$ 310,233</u>

As of June 30, 2016, estimated remaining costs committed to contractors for construction in progress were \$2,067, with an estimated completion date of September 2016.

(9) Allocation of Physical Plant Operations, Major Maintenance Expenses, Depreciation and Interest Expenses

The University has allocated all expenditures for physical plant operations, major maintenance expenses, depreciation and interest expenses to six functional expenditure categories based on square footage of facilities identified for each functional expenditure category. The expenditures and allocations for fiscal 2016 and 2015 are listed below.

	<u>2016</u>	<u>2015</u>
Expenditures:		
Physical plant operations	\$ 18,228	\$ 20,402
Non-capitalized building and equipment costs	2,505	1,701
Depreciation	10,703	10,478
Interest expense	8,716	8,449
Total expenditures to be allocated	<u>\$ 40,152</u>	<u>\$ 41,030</u>

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

Allocations to functional expenditure categories:

	<u>2016</u>	<u>2015</u>
Instruction	\$ 11,986	\$ 12,247
Research	4,015	4,103
Libraries	2,927	2,991
Student services	839	858
Institutional support	1,156	1,182
Auxiliary activities	19,229	19,649
Total allocations	<u>\$ 40,152</u>	<u>\$ 41,030</u>

(10) Debt

At June 30, 2016 and 2015, long-term debt consisted of the following:

	<u>2016</u>	<u>2015</u>
Taxable bonds, Series 2016	\$ 250,000	\$ -
Revenue bonds payable (CHEFA Series G)	-	186,475
Revenue bonds payable (CHEFA Series H)	20,105	20,105
Term loans	14,397	2,180
Total	<u>284,502</u>	<u>208,760</u>
Unamortized costs of issuance	(2,470)	-
Unamortized premium on CHEFA Series G	-	5,800
Long Term Debt	<u>\$ 282,032</u>	<u>\$ 214,560</u>

(a) Taxable Bonds, Series 2016

In May 2016, the University issued \$250 million of taxable bonds at a fixed rate of 4.8% with all principal due in 2116. The University is required to make semi-annual payments of interest. \$202,984 of the Series 2016 proceeds were deposited into an irrevocable trust to advance refund and legally defease the CHEFA Series G bonds when they are callable beginning in 2020. As a result, the CHEFA Series G bonds are no longer outstanding as of June 30, 2016.

In accordance with GAAP, the transaction resulted in a loss on extinguishment of debt, net, of \$20,937. This net loss is comprised of \$25,752 of incremental payments to the trust to

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

fund debt service through the CHEFA G call dates, offset by a gain of \$4,815 from the write-off of unamortized bond premium associated with CHEFA G.

(b) CHEFA Series G

CHEFA Series G bonds had their interest rate specified in the bond-offering document ranging from 4.0% to 5.0% depending upon the underlying principal maturity date. These bonds were issued at a premium that was being amortized over the remaining life of each series of bonds, resulting in an effective yield ranging from 4.12% to 4.67%.

(c) CHEFA Series H

\$20,105 variable rate demand bonds have their interest rates set weekly. The interest rate at June 30, 2016 and 2015 was 0.04%. The University makes monthly payments of interest. The University may make prepayments of principal, and is required to pay any remaining principal balance on July 1, 2040. The University maintains sufficient liquidity to purchase the bonds if remarketing is not successful.

(d) Term Loans

In January 2016, the University entered into a term loan with Farmington Bank in the amount of \$12,920. The proceeds of the loan were used to refinance the then-callable portion of the CHEFA Series G bonds. The University makes semi-annual payments of interest at a fixed rate of 2.9%. Principal payments are due in July 2023 and 2024.

In June 2008, the University entered into a Master Financing Agreement with Banc of America Public Capital Corporation and State of Connecticut Health and Educational Facilities Authority in the amount of \$6,520. The proceeds of the loan were used for the replacement of the Vine Street substation, the installation of a cogeneration system in the Central Power Plant and a comprehensive retrofit, pursuant to a Connecticut Light and Power incentive program encouraging energy conservation. The loan is payable over ten years at a fixed rate of 3.22%. The Department of Public Utility Control co-pays a portion of the interest, which brings the effective interest rate down to 2.22%.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(e) Debt Maturities

Payments for the principal of all long-term debt for each of the next five fiscal years and thereafter are as follows:

<u>Fiscal Year</u>	<u>Amount Due</u>
2017	\$ 727
2018	750
2019	-
2020	-
2021	-
Thereafter	<u>283,025</u>
Total outstanding debt	<u>\$ 284,502</u>

(f) Debt Covenants

The University is subject to certain financial covenants that would be imposed if the University does not maintain its credit rating. The University maintained its credit rating during the years ended June 30, 2016 and 2015, and thus the financial covenants were not applicable.

(g) Line of Credit (LOC)

The University has a \$40,000 revolving loan with JPMorgan Chase Bank that terminates on April 28, 2017 unless renewed. The interest rate is set at 50 basis points above the LIBOR (London Interbank Offered Rate) rate. There were no borrowings on the line of credit during fiscal years 2016 and 2015.

(11) Benefit Plans

(a) Defined Contribution Plan

The University has defined contribution retirement plans, with contributions based on a percentage of salary, covering substantially all employees. Total expense was \$7,562 and \$7,235 for fiscal 2016 and 2015, respectively.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

(b) Postretirement Benefits

The University provides certain postretirement health care benefits to employees. All of the University's employees with ten (10) or more years of employment become eligible for these benefits upon retirement. The University recognizes the cost of providing such benefits to the employees and dependents, if applicable, in the financial statements during the employees' active working lives. Faculty between the ages of 59 to 68 and staff between the ages of 60 to 65 who elect early retirement can continue in plans for active faculty and staff, which require premium sharing. Retired faculty who are 68 or older and retired non-faculty who are 65 or older, participate in a different University paid Medicare supplement plan.

The University applies the provisions of ASC 715, *Compensation-Retirement Benefits*, to its postretirement plan. The status of the University's plan and the amounts recognized in the statements of financial position at June 30, 2016 and 2015 are as follows:

	<u>2016</u>	<u>2015</u>
Change in benefit obligation:		
Benefit obligation as of beginning of year	\$ 20,023	\$ 19,575
Service cost	672	658
Interest cost	757	701
Plan participants' contributions	98	99
Benefits paid	(707)	(643)
Medicare Part D Subsidy	87	95
Actuarial loss (gain)	1,653	(462)
Benefit obligation and funded status as of end of year	<u>\$ 22,583</u>	<u>\$ 20,023</u>

Components of net periodic benefit cost are as follows for the years ended June 30:

	<u>2016</u>	<u>2015</u>
Service cost	\$ 672	\$ 658
Interest on accumulated postretirement benefit obligation	757	701
Amortization of actuarial loss	(766)	(1,175)
Total net periodic benefit cost	<u>\$ 663</u>	<u>\$ 184</u>

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

In addition to service and interest costs, the estimated net loss and prior service credit that will be amortized from accumulated unrestricted net assets into net periodic benefit cost over the next fiscal year are \$582 and \$1,239, respectively.

For measurement purposes, an annual rate of increase of 7.5% in the per capita cost of covered healthcare and prescription drug benefits was assumed as of June 30, 2016. The rates were assumed to decrease to 5.9% by 2021 and 5.0% by 2040 and remain at that level thereafter. Assumed healthcare cost trend rates have a significant effect on the amounts reported for the healthcare plans. It is estimated, based on actuarial calculations, that a one-percentage point increase in the health care cost trend rate would have increased the service cost and interest cost for fiscal 2016 by \$78 and the accumulated postretirement benefit obligation at June 30, 2016 by \$895.

The weighted average discount rates used to determine benefit obligations are 2.9% and 3.8% for fiscal 2016 and 2015, respectively.

The weighted average discount rates used to determine net periodic benefit costs were 3.8% and 3.7% for fiscal 2016 and 2015, respectively.

The benefits, as of June 30, 2016, expected to be paid in each of the next five fiscal years and in the aggregate for the five fiscal years thereafter, are as follows:

<u>Fiscal Year</u>	<u>Amount</u>
2017	\$ 1,145
2018	1,152
2019	1,217
2020	1,364
2021	1,472
Five fiscal years thereafter	8,618

(12) Commitments and Contingencies

All funds expended in conjunction with government grants and contracts are subject to audit by governmental agencies. In the opinion of management, any potential liability resulting from these audits will not have a material effect on the University's financial position.

WESLEYAN UNIVERSITY
Notes to Financial Statements
June 30, 2016
(with comparative financial information for June 30, 2015)
(in thousands of dollars)

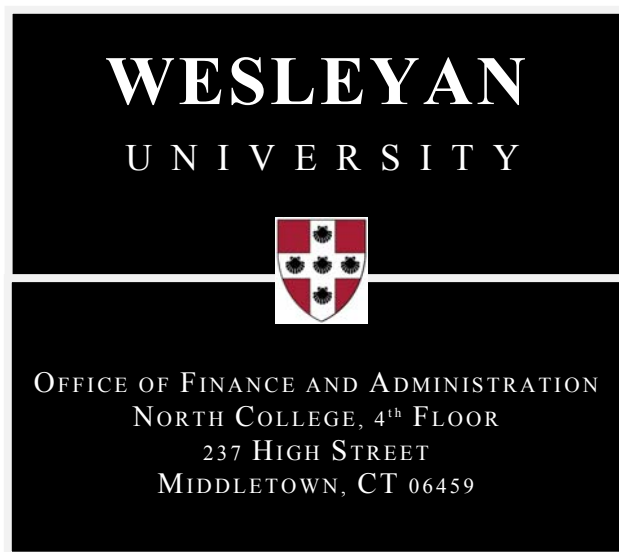
The University is a defendant in various legal actions arising out of the normal course of its operations. Although the final outcome of such actions cannot currently be determined, the University believes that eventual liability not reflected on the statement of financial position, if any, will not have a material effect on the University's financial position.

(13) Related-Party Transactions

Members of the Board of Trustees and senior management may, from time to time, be associated, either directly or indirectly with companies doing business with the University. The University has a written conflict of interest policy that requires annual reporting by each Board member as well as the University senior management. When such relationships exist, measures are taken to mitigate any actual or perceived conflict, including requiring that such transactions be conducted at arms' length, based on terms in the best interest of the University.

(14) Subsequent Events

In accordance with ASC 855, *Subsequent Events*, management has evaluated events subsequent to June 30, 2016 and through October 26, 2016, the date on which the financial statements were issued, to provide additional evidence relative to certain estimates or to identify matters that require additional disclosure. No additional disclosures were deemed to be necessary.



APPENDIX C — AUDITOR'S MANAGEMENT LETTER

The auditors did not provide a management letter.

Option E1: Part a. Inventory of Educational Effectiveness Indicators

E-Series: E1 Part A	(2)	(3)	(4)	(5)
CATEGORY	OTHER THAN GPA, WHAT DATA/EVIDENCE IS USED TO DETERMINE THAT GRADUATES HAVE ACHIEVED THE STATED OUTCOMES FOR THE DEGREE? (E.G., CAPSTONE COURSE, PORTFOLIO REVIEW, LICENSURE EXAMINATION)	WHO INTERPRETS THE EVIDENCE? WHAT IS THE PROCESS? (E.G. ANNUALLY BY THE CURRICULUM COMMITTEE)	WHAT CHANGES HAVE BEEN MADE AS A RESULT OF USING THE DATA/EVIDENCE?	DATE OF MOST RECENT PROGRAM REVIEW (FOR GENERAL EDUCATION AND EACH DEGREE PROGRAM)
At the institutional level: "MEME" competencies	University is exploring options, including advanced analysis of survey data, e-portfolios and paper/other artifact collection and review.	The Assessment Task Force will review this evidence as it becomes available and report to the Provost.	In progress.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.	http://www.wesleyan.edu/academics/academic_resources/competencies.html			

For general education if an undergraduate institution: none

LIST EACH DEGREE PROGRAM:

B.A. African American Studies	Required capstone (2-semester senior thesis, 1-semester senior essay, or extended research paper in AFAM course).	Senior essays are evaluated by the professor of record for the seminar in which the essay is written or by the professor who supervises the essay project. All senior theses are read by two AfAm program faculty, other than the thesis advisor.	No recent changes.	2012
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.	https://catalog.wesleyan.edu/departments/afam/ugrd-afam/#additionalinformationtext			
B.A. American Studies	Required capstone (2-semester senior thesis, 1-semester senior essay or senior seminar). The department asks its rising juniors to submit a one-page description of the concentration they will pursue and how they expect that concentration to meet both their own educational goals and those the department has for them. Second-semester seniors in AMST are then required to submit a one-page assessment that is retrospective, describing how well they have met these goals.	In the past, teams of faculty then meet with senior majors in informal focus groups (over lunch) to collect student feedback based on the paired (junior and senior year) statements. Most recently, faculty members have looked at the paired statements of each of their advisees to discuss one-on-one. Additionally, the department's faculty meet collectively to compare student feedback.	In December 2015, the AMST Majors Committee initiated talks with the Director of the Center for the Americas, to gain greater access to the Center for the Americas and use it for the purposes of study and undergraduate community building. Steps have been taken to make the house more accessible to majors when the faculty may or may not be there (thus making it a real center).	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.	https://catalog.wesleyan.edu/departments/amst/ugrd-amst/#additionalinformationtext			
B.A. Anthropology	Required capstone project (2-semester senior thesis, 1-semester senior essay (in ANTH400, 403, or 404), or extended seminar paper in 300-level or approved 200-level course). The department also sends a survey to alumni who graduated five years prior (most recently, for the class of 2012). In 2016-2017, the chair also took graduating seniors out to lunch in small groups to gather additional feedback about the major.	The entire ANTH faculty meets every month to discuss curricular and assessment issues. In 2016-2017, the department also held a retreat to discuss these issues. Finished theses are discussed at a full departmental meeting, and a department meeting was used to discuss the feedback from graduating seniors who attended lunch.	ANTH eliminated the Honors Essay option, reverting back to the older, Essay (no honors) model, based on the faculty's observations about honors essays in recent years. Most of these essays have been strong and substantive, and could have easily been converted to theses. They discussed and tweaked their approach to teaching introductory anthropology and worked on developing a basic common thematic framework for 101. They have also discussed needing to restructure concentrations to reflect courses that are being taught currently and others that hope to add in the near future.	2010
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.	https://catalog.wesleyan.edu/departments/anth/ugrd-anth/#additionalinformationtext			
B.A. Archaeological Studies	Required capstone (2-semester senior thesis or 1-semester senior essay/project). In their capstone, students are expected to show mastery of the four themes around which they have designed their major.	Assessment of student learning outcomes is evaluated by the full faculty, based principally on their capstone project. The capstone is evaluated by at least 2 readers, and an oral presentation, followed by a question and answer period, attended by all faculty as well as majors and minors. They expect 4 of 6 identified themes to be represented in the thesis or essay.	No recent changes, other than the addition of some new courses	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.	https://catalog.wesleyan.edu/departments/arcp/ugrd-arcp/#additionalinformationtext			

B.A.	Art History	Optional capstone (2-semester senior thesis)	The department meets each spring to exchange pedagogical strategies used across course levels to promote students' achievement of the department's eight learning goals. The meeting allows for deeper discussion of those senior majors who do not write theses. In addition, the department holds two preliminary 2-hour meetings (in October and February/March) with all thesis writers and assess thesis talks at the end of the spring semester in a final department meeting. The department also evaluates grade distribution data and discusses that data collectively.	The department is now focused on (1) improving such majors' abilities to analyze formal composition in works of art in different media; (2) assessing relationships between their foreign language requirement and student research using foreign languages; and (3) improving majors' ability to conduct research, dedicating more time to instruction in formulating research questions and methods for finding appropriate sources. They have also considered the effectiveness of 100-level courses as a foundational experience for majors, and the current mix of course requirements for both Art History majors and minors. A recent result of this annual conversation a proposal for creating a proseminar that would be required for majors and would focus on the use of Wesleyan's Davison Art Center collection. The department hopes to begin offering this course in spring 2019.	2014
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/art/ugrd-arha/#additionalinformationtext		
B.A.	Art Studio	Required capstone (2-semester senior thesis).	All program faculty conduct a fall-semester review of thesis work in progress, with all majors present. All faculty collectively review all thesis exhibitions and conduct an formal oral critique with the student. All program faculty meet at least five times per year to discuss refinements to the major: when they review thesis work (three times per year), when they review applications for admission to the major (once per year), and when they develop the coming year's curriculum (once per year).	No recent changes.	2014
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/art/ugrd-arst/#additionalinformationtext		
B.A.	Astronomy	Required capstone (2-semester senior thesis, non-thesis astronomy research, or ASRR421 presentation of research). The department reviews student performance in advanced courses and outcomes for those who choose to pursue careers in astronomy.	The Chair takes responsibility for this and leads discussion at meetings of the faculty throughout the year. The department continually updates advanced courses to ensure that students receive a solid background in both foundational and specialized topics needed for admission to doctoral programs in astrophysics.	No recent changes.	2007
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/astr/ugrd-astr/#additionalinformationtext		
B.A.	Biology	Optional capstone (2-semester senior thesis, lab research during senior year, seminar, or upper-level lab or field course). In recent years, some "capstone" dinners have been held to assess learning outcomes and student satisfaction along with follow-up noon-time lunches to discuss career options and issues.	In 2016-2017, the department held several discussions during regular department meetings about to improve assessment of student learning outcomes and plan in the future to meet as a group at the end of each year to discuss their teaching, and strengths and weaknesses in the curriculum as they relate to their learning objectives.	In recent years, students have mentioned wanting more applied statistics courses. The department's new hire has expertise in approaches to the analysis of "big data," and plans a hands-on lab course that will likely be very popular. The department has also worked to make BIO 181 more intimate and interactive in order to improve minority retention in STEM. They have also focused on facilitating social bonds among students and between students and faculty.	2009
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/biol/ugrd-biol/#additionalinformationtext		
B.A.	Chemistry	Optional capstone (2-semester senior thesis or 2 semester integrated lab sequence (CHEM375 or 376)).	Each year the chemistry faculty as a whole, at a regularly scheduled chemistry faculty meeting, discuss the absolute and relative performance of student majors while evaluating them for departmental honors and prizes.	No recent changes.	2007
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/chem/ugrd-chem/#additionalinformationtext		

B.A.	Classical Civilization	Optional capstone (2-semester senior thesis or 1-semester senior essay). The department also uses self-assessment forms that majors complete upon declaration of major and during senior seminar. These forms ask students to evaluate their ability to analyze critically original sources and their understanding of critical methods used by other authors, and to report on the types of papers or projects they have completed and the development of their abilities in producing them.	All department faculty review capstone outcomes and self-assessment forms at the final departmental meeting of the year.	The department has considered instituting a partial-credit senior seminar for all majors.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/clas/ugrd-civ/#additionalinformationtext			
B.A.	Classics	Optional capstone (2-semester senior thesis or 1-semester senior essay). The department also uses self-assessment forms that majors complete upon declaration of major and during senior seminar. These forms ask students to evaluate their ability to analyze critically original sources and their understanding of critical methods used by other authors, and to report on the types of papers or projects they have completed and the development of their abilities in producing them.	All department faculty review capstone outcomes and self-assessment forms at the final departmental meeting of the year.	The department has considered instituting a partial-credit senior seminar for all majors.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/clas/ugrd-civ/#additionalinformationtext			
B.A.	College of Letters	Required capstone (2-semester senior thesis or 1-semester senior essay (COL403 or 404).	External evaluators grade the junior comprehensive examinations; the College of Letters faculty review feedback from the external examiners and capstone performance in the annual COL retreat and at the year-end meeting to assess the success of the curriculum in fulfilling the pedagogical goals of the college.	Students were performing less well on the oral exam than on the written portion. This led the COL faculty to begin emphasizing oral presentations in classes, asking students to take on some of the actual teaching of class sessions. A second trend -- that students' historical reasoning was weaker than their reasoning in literature and philosophy -- led the department to re-sequence its colloquia so that they begin with the colloquium on antiquity colloquium and end with the colloquium on the twentieth and twenty-first centuries.	2013
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/col/ugrd-col/#additionalinformationtext			
B.A.	College of Social Studies	Required capstone (2-semester senior thesis, 1-semester senior essay (CSS401 or 402), or downgraded thesis essay). Sophomores take comprehensive examinations (written and oral).	Sophomore comprehensive exams are graded by examiners at other institutions. Written evaluations by senior thesis readers and external examiners are reviewed by the CSS co-chairs annually.	The major change in 2015-2016 was the new requirement that all seniors give a presentation of their senior project. Thesis writers, as in the past, make those presentations in evening workshops in October. This year, senior essay writers were also required to present their work. Those presentations took place during Monday lunch seminars in the fall and spring.	2003
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/css/ugrd-css/#additionalinformationtext			
B.A.	Computer Science	Optional capstone (2-semester senior thesis). Successful placement in graduate school or computer science-related jobs, as self-reported by recent alums.	The curriculum committee meets routinely. The department met in Summer 2016 to review the new format for COMP112.	No recent changes.	2005
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/math/ugrd-comp/#additionalinformationtext			
B.A.	Dance	Required capstone (2-semester senior thesis or 1-semester project). Majors participate in a 2-semester gateway sequence, group critique sessions, and progressive coursework. The department is also beginning to develop a process for monitoring students' post-graduate activity.	The final assignments in the 2-semester gateway sequence are viewed and assessed by the entire faculty. Then a departmental steering committee assesses students' readiness to enter the major. Once in the major, students participate in formal, full-faculty critique/review sessions through their junior and senior years. The department also collectively reviews senior research proposals that are submitted in the spring of their junior year to assess student research preparedness and interests.	No recent changes.	2005
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/danc/ugrd-danc/#additionalinformationtext			

B.A.	Earth & Environmental Sciences	Required capstone (2-semester senior thesis, senior seminar (E&ES397), or field research project (E&ES397 & 398). The department has also been piloting the AGI's National Geoscience Student Exit Survey with its seniors since 2013.	The curriculum committee's charge for 2016-2017 was to review the goals for the major, including the capstone experience. The full faculty are expected to review the data from the AGI survey, once enough data have been collected.	The department reorganized the upper-level curriculum in 2015-2016. In the old curriculum, students took 3 "cores," 3 "electives," and a senior seminar, but it was difficult to distinguish cores from electives and sometimes a student's course selection was heavily skewed towards one thematic area. The department has now organized the curriculum into 3 thematic bins from which students must take a selection of each.	2016
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/ees/ugrd-ees/#additionalinformationtext			
B.A.	(College of) East Asian Studies	Required capstone (2-semester senior thesis, 1-semester senior essay, class essay with East Asia focus, or interdisciplinary thesis in another department). Capstone projects involve the use of East Asian language materials, concluding with a poster session in April. In 2015-2016, CEAS began sending out an exit survey to graduating majors and minors and is looking to improve the response rate in future years.	CEAS faculty attend the poster presentations and discuss the projects with each senior.	The College is considering requiring portfolios of majors.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/ceas/ugrd-ceas/#additionalinformationtext			
B.A.	Economics	Optional capstone (2-semester senior thesis or 3 upper level economics electives).	The department consults with major's committee to ask for feedback regarding curricular effectiveness and have had several meetings to discuss how to better serve students.	The department modified ECON 300, the gateway course to the major, by making it a 1.25 credit course (up from 1) and introducing a third weekly session run by a QAC instructor. This was in response to the finding that majors would benefit from a more hands-on data analysis experience. Students in the lab learn, through a series of hands-on exercises, to work with a variety of data formats and use the programming capabilities of statistical analysis software to effectively manage and analyze data.	2002
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/econ/ugrd-econ/#additionalinformationtext			
B.A.	English	Required capstone (2-semester senior thesis, 1-semester senior essay, or 300-level seminar in concentration). ENGL also sends a four-question survey to students as they declare the major, to junior majors and again to senior majors. The survey asks them to self-assess their development in reading, writing, and critical thinking, as well as their overall progress in the major.	Responses to this survey are reviewed annually by all faculty in the department. These responses inform ongoing decisions about course design, assignments, and the like, and they have also led the department to provide additional advising resources for students.	In the 2016-2017, the department introduced a day-long "advising check-in" in both the fall and spring semesters during which pre-majors and majors can drop in for advising prior to registering for classes. The department saw 47 students drop by the "check-in" in the fall and 57 in the spring. Complaints about advising have all but disappeared. The department is now considering adding a new option to its senior essay and thesis rubric (works of scholarship written for a non-specialist audience).	2006
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/engl/ugrd-engl/#additionalinformationtext			
B.A.	Environmental Studies	Required capstone (2-semester senior thesis or 1-semester senior essay) and senior colloquium, at which all seniors present both at the beginning and end of the semester. A subcommittee of the faculty have separate meetings with seniors, and separate meetings for sophomores and juniors to discuss their experience in the major.	The College of the Environment faculty meet at the end of the semester to discuss the results of from the student responses.	Two major changes were made to the structure of the major for the 2015-2016 year: 1) students are now required to submit a formal application to join the major; and 2) all students are now required to take "ENVS 201: Research Methods in Environmental Studies" in the spring semester of the sophomore year. These changes were instituted in order to control the quality and number of students in the ENVS and to allow for more shared curricular experience in the major prior to the senior year. Also, changes were made to ENVS 391/392, including the introduction of the practice of filming students prior to their presentations and ending the spring semester with poster sessions instead of oral presentations. The College is now focusing its attention on increasing the diversity of students in the major and increasing its offerings to include "environmental humanities."	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/envs/ugrd-envs/#additionalinformationtext			

B.A.	Feminist, Gender, & Sexuality Studies	Required capstone (2-semester senior thesis or 1-semester senior essay), and require pro-seminar for all seniors. Students completing senior capstone projects present them to the faculty at the end of the year.	The faculty member who teaches the Senior Seminar is assigned to read and evaluate the FGSS essays. A separate tutor and two additional readers read and evaluate theses. Students writing a thesis are required to find a faculty member to serve as tutor; the tutor assists them in finding readers.	In 2014, FGSS moved to a structure where the faculty member assigned to teach the Senior Seminar now serves as the tutor for the essay writers. This allowed students writing essays in the senior seminar (taken in the fall) to get substantial feedback directly from the faculty member who guided them during the seminar, and reduced redundancies in mentoring these projects. Thesis writers continued to work with a separate tutor, who serve in both fall and spring semester.	2009
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/fgss/ugrd-fgss/#additionalinformationtext			
B.A.	Film Studies	Optional capstone (advanced senior thesis in film, digital, screenplay, television writing thesis, or history/theory, advanced film criticism project, FILM 414, senior seminar, senior paper, archival project, senior film board participation, senior presentation week participation, or post-graduate transition program).	The combined faculty judge senior thesis for honors by engaging in thorough discussion and blind balloting. The faculty discuss the curriculum among one another and with students and alumni.	A sophomore colloquium was introduced and courses specifically designed for juniors to accommodate the expanding number of majors. "Global Auteurs" were introduced to help broaden the range of films taught in large courses.	2002
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/film/ugrd-film/#additionalinformationtext			
B.A.	French Studies	Optional capstone (2-semester senior thesis, 1-semester senior essay, study abroad + senior thesis, or study abroad + senior essay). Language portfolios are used in some RLL courses.	The department discusses the success of its various programs and courses on a regular basis throughout the year in meetings of both the entire department and the individual sections.	The department increased the number of department events to offer more opportunities for students to practice their target language outside of the classroom (plays, open mics, etc.). The department is also discussing ways to harmonize grading practices between sections. A new homegrown textbook was introduced into an Italian section and three courses now offer project-based pedagogy. The department is working with the Associate Director of Assessment to develop two types of tutorials that are portfolio based for which the students can earn partial credit. The department is also trying to expand volunteering opportunities for students, discussing creating a "Wesleyan Global Screen Studies Lab," and looking to increase the number of research assistantships for students.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress.			
B.A.	German Studies	Optional capstone (2-semester senior thesis, 1-semester senior essay, or advanced seminar (GRST301)). Language proficiency testing, and review of students' placements in courses in German study abroad programs.	Not determined.	No recent changes.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/grst/ugrd-grst/#additionalinformationtext			
B.A.	Government	Optional capstone (2-semester senior thesis, 1-semester senior essay, or research paper in GOVT course).	Thesis tutors and outsider readers evaluate senior honors theses.	No recent changes.	2017
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/govt/ugrd-govt/#additionalinformationtext			
B.A.	Hispanic Literatures and Cultures	Optional capstone (2-semester senior thesis, 1-semester senior essay, study abroad + senior thesis, or study abroad + senior essay). Language portfolios are used in some RLL courses.	The department discusses the success of its various programs and courses on a regular basis throughout the year in meetings of both the entire department and the individual sections.	The department increased the number of department events to offer more opportunities for students to practice their target language outside of the classroom (plays, open mics, etc.). The department is also discussing ways to harmonize grading practices between sections. A new homegrown textbook was introduced into an Italian section and three courses now offer project-based pedagogy. The department is working with the Associate Director of Assessment to develop two types of tutorials that are portfolio based for which the students can earn partial credit. The department is also trying to expand volunteering opportunities for students, discussing creating a "Wesleyan Global Screen Studies Lab," and looking to increase the number of research assistantships for students.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/rlan/ugrd-hisp/#additionalinformationtext			

B.A.	History	Required capstone (2-semester senior thesis, 1-semester senior essay, or essay in HIST seminar). HIST also collects feedback from majors concerning HIST362, the only course taken by all majors.	The instructors of HIST362 give a report to the department; combined with the feedback collected from students about the course, the department evaluates the outcome.	HIST has adjusted the class bins for HIST362 to help students at the same stage of their major share their experiences.	2016
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			In progress.		
B.A.	Italian Studies	Optional capstone (2-semester senior thesis, 1-semester senior essay, study abroad + senior thesis, or study abroad + senior essay). Language portfolios are used in some RLL courses.	The department discusses the success of its various programs and courses on a regular basis throughout the year in meetings of both the entire department and the individual sections.	The department increased the number of department events to offer more opportunities for students to practice their target language outside of the classroom (plays, open mics, etc.). The department is also discussing ways to harmonize grading practices between sections. A new homegrown textbook was introduced into an Italian section and three courses now offer project-based pedagogy. The department is working with the Associate Director of Assessment to develop two types of tutorials that are portfolio based for which the students can earn partial credit. The department is also trying to expand volunteering opportunities for students, discussing creating a "Wesleyan Global Screen Studies Lab," and looking to increase the number of research assistantships for students.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/r/lan/ugrd-itst/#additionalinformationtext		
B.A.	Latin American Studies	Required capstone (2-semester senior thesis, 1-semester senior essay, or research paper in last course or tutorial).	Not determined.	In 2013-2014, the department was considering holding a fall colloquium in which all seniors would report on and discuss with fellow majors their plans for their capstone projects.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			In progress.		
B.A.	Mathematics	Optional capstone (2-semester senior thesis, honors presentations, graduate course in MATH, or research project with MATH faculty). The department asks its seniors to complete an online survey in which they evaluate whether they have met departmental learning goals and to comment on their experience in the MATH program (structure of major, advising, classroom instruction, interaction with majors, etc.).	Not determined.	The department hopes their new tenured track faculty member will allow them to offer more electives. They have also revived the Math Club and hope this will increase the number of activities for majors to interact with one another.	2005
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/math/ugrd-math/#additionalinformationtext		
B.A.	Medieval Studies	Required capstone (2-semester senior thesis, 1-semester senior essay, or research paper in MDST seminar).	Not determined.	Not determined.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/mdst/ugrd-mdst/#additionalinformationtext		
B.A.	Molecular Biology & Biochemistry	Required capstone (2-semester senior thesis, 1-semester or more lab research with faculty member, or advance lab course (MB&B294 or 395). The department administered a test taken by beginning and graduating students, to track their progress toward learning goals.	A subcommittee presents the findings from the test at the end of the fall and spring semesters, looking for correlations between test scores and GPA, course sections and likelihood of majoring in MB&B.	The department is working to provide a more uniform experience in the 12 different sections of BIOL 181 (Introduction to Biology) that are taught by 5 or 6 instructors. It is also looking to structure its electives in terms of sequence of offerings and provide more informed advising for majors.	2013
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/mbb/ugrd-mbb/#additionalinformationtext		
B.A.	Music	Required capstone (2-semester senior thesis or 1-semester senior essay).	All capstone projects are summarized and discussed in a department meeting. Honors theses go through a rigorous review by the Honors committee.	The department is considering additional offerings at the elementary level that target the wide range of musical backgrounds of its students. It is also working to broaden gate courses into the music theory component of the curriculum.	2015
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/musc/ugrd-musc/#additionalinformationtext		
B.A.	Neuroscience & Behavior	Optional capstone (2-semester senior thesis with lab research, 1-semester research (NS&B 401 or 402), research in science (NS&B 421 or 422), NS&B 360 capstone in NS&B, advanced research seminar (NS&B 423 or 424), or NS&B research symposium). The department is also considering a curriculum mapping exercise to determine where learning outcomes are covered in the curriculum.	In progress.	No recent changes.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			https://catalog.wesleyan.edu/departments/nsb/ugrd-nsb/#additionalinformationtext		

B.A.	Philosophy	Required capstone (2-semester senior thesis or 2 advanced seminars in PHIL). In 2015-2016, the department also had the CSW site visitors meet with newly declared majors, graduating majors, and students in PHIL introductory classes.	The department has continued a process, initiated several years ago, of meeting to review students at three key points (upon entering the major, upon completing their junior year (to consider progress and new observations), and upon completing the major (to evaluate the longitudinal success of the faculty's pedagogical engagement with them in ways that reach beyond grades).	The department has considered asking new majors to submit written statements of goals in the major, to support departmental assessment. The department has developed a social justice track and added new major requirements to both tracks.	2008
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/phil/ugrd-phil/#additionalinformationtext			
B.A.	Physics	Optional capstone (2-semester senior thesis, PHYS507 & 508, PHYS505 & 506, or PHYS509 & 510). The FMCE has been used in some introductory physics sections.	Assessment and learning outcomes are regularly discussed and evaluated at department meetings and the department's January retreat.	The introductory mechanics course for PHYS has been split into PHYS115 (for well-prepared students) and PHYS113 (for students in with little prior physics experience). The department is also continuing to work to provide smaller classes with problem-based learning to allow support for the wide diversity of backgrounds that its students bring to introductory courses for majors.	2015
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress.			
B.A.	Psychology	Optional capstone (2-semester senior thesis w/research, advanced research seminar (PSYC370-399 & 423/424), tutorial work, volunteer work or work-study in lab). All majors must take a small advanced course (that draws on content expertise, methodological skills, etc.), which provides a means of gauging the effectiveness of the earlier curriculum.	The chair reviews data about the #, type, and sequencing of courses in which majors enroll, the # of majors who study abroad (and where), the # who complete a capstone experience, grade distributions, and post-graduation plans of majors. The department's curriculum committee collects responses from faculty who teach advanced seminars regarding the preparedness of students for advanced work.	In 2016-2017, the curriculum committee met to discuss possible modifications to the three column requirements for the major with the aim of creating an improved rationale for course groupings. The department is also implementing changes in both major declaration requirements and major completion requirements madethat apply to the class of 2019 and later.	2004
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/psyc/ugrd-psyc/#additionalinformationtext			
B.A.	Religion	Required capstone (2-semester senior thesis, 1-semester senior essay, or RELI404 tutorial (portfolio and symposium)). The department also meets with the graduating seniors in the context of their capstone seminar to hear their concerns.	The department meets to review the curriculum and students' comments.	The department renamed RELG151 in response to concerns students voiced about its previous title not reflecting the content of the course. The department also increased the historical traditions requirement to three courses after observing students who were limiting their studies to two.	2008
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/reli/ugrd-reli/#additionalinformationtext			
B.A.	Romance Studies	Optional capstone (2-semester senior thesis, 1-semester senior essay, study abroad + senior thesis, or study abroad + senior essay). Language portfolios are used in some RLL courses.	The department discusses the success of its various programs and courses on a regular basis throughout the year in meetings of both the entire department and the individual sections.	The department increased the number of department events to offer more opportunities for students to practice their target language outside of the classroom (plays, open mics, etc.). The department is also discussing ways to harmonize grading practices between sections. A new homegrown textbook was introduced into an Italian section and three courses now offer project-based pedagogy. The department is working with the Associate Director of Assessment to develop two types of tutorials that are portfolio based for which the students can earn partial credit. The department is also trying to expand volunteering opportunities for students, discussing creating a "Wesleyan Global Screen Studies Lab," and looking to increase the number of research assistantships for students.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/rlan/ugrd-rmst/#additionalinformationtext			
B.A.	Russian and East European Studies	Optional capstone (2-semester senior thesis, 1-semester senior essay, study abroad + senior thesis, or study abroad + senior essay).	The thesis tutor and two readers assessed the quality of the senior honors theses.	The department attempted to reduce course meetings for introductory courses (RUSS101 & RUSS102) from 5 days a week to 3, but based on a review of student learning outcomes, they returned to 5 days a week, and increased the credit earned to 1.5 credits.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/rees/ugrd-rees/#additionalinformationtext			

B.A.	Science in Society	Optional capstone (2-semester senior thesis, lab research w/ faculty in sciences, independent project, advanced course in SISP). The program asks students to write learning goal statements when entering the major and again as seniors.	The program meets in the early fall to discuss students' objectives (submitted once they declare the major) and the final assessments (submitted in the spring of their senior year).	The program is developing a system for addressing the increasing number of students who wish to undertake a thesis or other capstone experience (essays or research projects). It also plans to review our list of "concentration" areas, the various analytic perspectives on science of which the students must choose one and complete three approved courses.	2012
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		https://catalog.wesleyan.edu/departments/sisp/ugrd-sisp/#additionalinformationtext			
B.A.	Sociology	Required capstone (2-semester senior thesis or advanced research seminar (SOC399).	Not determined.	No recent changes.	2015
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress.			
B.A.	Theater	Optional capstone (2-semester senior thesis, 1-semester senior project, or advanced practice course).	Not determined.	No recent changes.	
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress.			
M.A.L.S.	Graduate Liberal Studies	Mid-point advising meetings and milestone tracking. Students may choose to culminate their studies with an advisor-led capstone project.	Academic advisor meets weekly with program director to discuss student progress.	In 2016, a Graduate Certificate in Writing was created to support and increase student writing abilities.	2000
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress.			
M.A.	Astronomy	Master's thesis and oral examination	All department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	A planetary sciences concentration was added in 2012-2013.	2007
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			
M.A.	Biology	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	The department began introduced more intensive recruitment methods for new graduate students in 2014-2015.	2009
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			
M.A.	Chemistry	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	No recent changes.	2007
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			
M.A.	Computer Science	Master's thesis and oral examination	All department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	No recent changes.	2005
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			
M.A.	Earth & Environmental Sciences	Master's thesis and oral examination	All available department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	A planetary sciences concentration was added in 2012-2013.	2002
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			
M.A.	Mathematics	Master's thesis and oral examination	The Graduate Education Committee oversees all student plans for their programs of study. The thesis is defended before the department faculty, who conduct a comprehensive assessment of the student's achievement of the goals for the degree.	No recent changes.	2005
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.		In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html			

M.A.	Molecular Biology & Biochemistry	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	No recent changes.	2013
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html		
M.A.	Music	A language exam in a scholarly or research language; a public concert is required in the composition track; a departmental colloquia is given on the thesis while In progress. in the ethnomusicology track; a master's thesis and oral examination by a three-member faculty committee.	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	The department added symposia to develop community among the graduate students.	2007
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html		
M.A.	Neuroscience & Behavior	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	No recent changes.	2011
WHERE ARE THESE LEARNING OUTCOMES PUBLISHED? (PLEASE SPECIFY) INCLUDE URLS WHERE APPROPRIATE.			In progress, although some information about outcomes can be found in the graduate catalog at http://www.wesleyan.edu/grad/academics/graduate-catalog.html		
M.A.	Performance Curation	Master's thesis	Not determined.	In 2015-16, ICPP re-opened its doors with the launch of the Master's Program, while continuing to run the Certificate Program. In 2017-18, ICPP will temporarily suspend the Certificate Program in order to re-envision its curriculum and professional opportunities. The M.A. Program continues to run, and to grow.	
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M.A.	Physics	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	In response to the external review, the department has committed to scheduling one core graduate course each semester. The department is also working to expand its network with neighboring graduate physics programs so that its own graduate students can benefit from the network's resources.	2015
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M.A.	Psychology	Master's thesis and oral examination	Department faculty attend the thesis defense and conduct a comprehensive assessment of the student's achievement of the goals for the degree.	Beginning in Fall 2015, the department now only admits seniors to the graduate program and is clearly specifying that prior lab experience is expected of applicants.	2004
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M.Phil.	Graduate Liberal Studies	Mid-point advising meetings and milestone tracking. Master's thesis and colloquium presentation before the faculty committee, and thesis review by the program director.	Academic advisor meets weekly with program director to discuss student progress.	The Certificate of Advanced Study was converted to the M.Phil. degree in spring 2012. In 2016, a Graduate Certificate in Writing was created to support and increase student writing abilities.	2000
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Ph.D.	Biology	During each semester in the first year, the student meets with an evaluation committee of the faculty to review progress; before the end of the second year a qualifying exam is conducted, including a written research proposal followed by an oral examination by four faculty members; the dissertation is evaluated by a committee of three faculty members who meet twice per year to review progress.	Those faculty on the evaluation committee, conducting the qualifying exam, and on the thesis committee report to the entire department faculty on student progress at the conclusion of each milestone.	The department began introduced more intensive recruitment methods for new graduate students in 2014-2015.	2009
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Ph.D.	Chemistry	Progress examinations are conducted six times each year; students draft research proposals and defend them before the departmental faculty; students give a one-hour seminar talk each year; the dissertation must be defended during a departmental colloquium.	Department faculty evaluate each milestone of student progress; the dissertation committee and full department faculty evaluate the dissertation and the student's presentation of its findings, conducting a comprehensive evaluation of the student's achievement of the goals for the degree.	No recent changes.	2007
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Ph.D.	Mathematics	General preliminary examinations in the summer after the first year; special preliminary examination during the third year; Ph.D. dissertation and oral examination	A faculty committee evaluates student performance in preliminary examinations; the dissertation is defended before the departmental faculty; the Graduate Education Committee oversees all student plans for their programs of study.	The special preliminary examination has recently been changed to be a private examination by a faculty committee, though the old method of a public talk followed by a less extensive private examination by the faculty committee is still available at faculty option.	2005
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Ph.D.	Molecular Biology & Biochemistry	A written qualifying exam is conducted at the end of the third semester; an oral defense of an original research proposal is conducted in the fourth semester; yearly monitoring of the student's progress by a committee of typically four professors; students are expected to publish their research; students write and defend the dissertation to their faculty committee, and they present a public lecture.	Department faculty evaluate each milestone of student progress; the dissertation committee and full department faculty evaluate the dissertation and the student's presentation of its findings, conducting a comprehensive evaluation of the student's achievement of the goals for the degree.	No recent changes.	2013
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Ph.D.	Music	Qualifying examinations consisting of written essays and an oral examination are conducted at the end of the second year; passing examinations in two languages; Ph.D. dissertation and public oral defense with a three-member faculty committee.	Faculty committees evaluate the qualifying examination, the dissertation, and the defense.	The department added symposia to develop community among the graduate students.	2007
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Ph.D.	Physics	A written exam at the beginning of the second year; the Ph.D. candidacy exam at the end of the second year constituting an oral description and defense of a research proposal; the Ph.D. dissertation and oral defense.	Faculty committees evaluate the qualifying examination, the dissertation, and the defense.	In response to the external review, the department has committed to scheduling one core graduate course each semester. The department is also working to expand its network with neighboring graduate physics programs so that its own graduate students can benefit from the network's resources.	2003
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