



Reed College
Year Seven Standard One:
Evaluation of Institutional Effectiveness (EIE)
Self-Evaluation Report

August 27, 2025

Prepared for the
Northwest Commission on Colleges and Universities

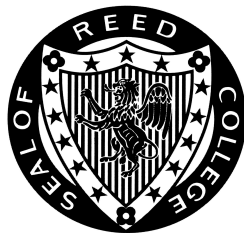


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Institutional Report Certification Form

Accreditation Handbook

APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Reed College

(Name of Institution)

Audrey Bilger, President

(Name of Chief Executive Officer)

Audrey Bilger

(Signature of Chief Executive Officer)

August 27, 2025

(Date)

Institutional Overview

Founded in 1908 (with its first classes held in 1911), Reed College is a private, independent liberal arts institution located in Portland, Oregon. It is committed to providing a rigorous undergraduate education in the liberal arts and sciences, promoting intellectual inquiry, critical thinking, and independent scholarship. Reed awards a single undergraduate degree, the Bachelor of Arts, across approximately 38 majors and interdisciplinary programs in the arts, humanities, social sciences, and natural sciences.

The academic program is distinguished by its emphasis on close faculty-student interaction, small class sizes, and individualized instruction. A hallmark of Reed's curriculum is the required Humanities 110 course—a year-long, interdisciplinary exploration of foundational texts and cultural contexts. For all undergraduate students, their academic program culminates in the Senior Thesis, an extended, faculty-supervised research project that demonstrates their capacity for sustained scholarly inquiry. Student life is guided by an Honor Principle, which underpins the community's expectations for academic integrity, respect, and accountability.

The college's faculty consists of approximately 140 full-time members, 96% of whom hold the highest terminal degree in their field. They steward the academic community through dedicated teaching, mentoring, and advising, encouraging creative problem-solving and inquiry. Roughly 88% of the faculty are tenured or tenure-track with no adjunct hires; sabbatical and leave replacements are covered by full-time visiting faculty. Approximately 48% are women and 35% come from traditionally underrepresented groups. Faculty carry a "two-thirds" teaching load (five course preparations over the year, usually two in one semester and three in the other) on a nine-month appointment, preserving summers for scholarly work that sustains Reed's teacher-scholar model.

Reed enrolls roughly 1,400 students, drawn nationally and internationally, and maintains a low student-faculty ratio of approximately 9:1. Reed is committed to promoting access and equity through need-based financial aid that meets full demonstrated need of admitted domestic students, recently adding "the Reed Promise," an initiative to offer tuition-free education for admitted students whose family income is under \$100,000.

Reed College has buffered against national enrollment pressure better than many peers. The number of applications has risen markedly since 2021, growing from around 7,000 to 9,000-10,000 per year. Nonetheless, the college has not fully avoided broader trends, with an enrollment reduction of about 10% since 2002. While the Fall 2024 first-year class, the smallest in over two decades, numbered 303 students, the Fall 2025 first-year class is a healthier 364 students. Of the 2024 incoming class, approximately 38% were students of color, 15% were first-generation college students, 41% were women, 24% were non-binary, 17% were eligible to receive a Pell Grant, and 10% were international students. Reed remains committed to enrolling strong students from diverse backgrounds. Financial aid is offered to 60% of students and 53% graduate with no debt.

The national trends and Reed enrollments underscore the need for continued strategic recruitment while sustaining Reed’s distinctive, rigorous, and personalized education.

Reed graduates pursue advanced study and careers across diverse fields, demonstrating their capacity for independent thought, rigorous analysis, and civic engagement. Through its distinctive academic program, dedicated faculty, and commitment to fostering scholarly excellence, Reed remains steadfast in its mission to prepare students for lives of intellectual achievement and meaningful contribution to society. The most recent results for alumni one year after graduation show that 54% entered the job market or volunteered, 24% enrolled in graduate school, and 1% received a prestigious fellowship. More than 60% of graduates ultimately receive an advanced degree and Reed has been cited as producing the highest per capita number of PhD graduates in STEM fields ([CIC 2019](#)).

Mission fulfillment means that Reed students who attain the baccalaureate degree are capable of consistently demonstrating, across a range of academic and intellectual pursuits, a very high level of rigor, creativity, and independence in their habits of thought, inquiry, and expression. All undergraduate students complete a challenging curriculum and conduct independent research. Reed seeks to provide an inclusive learning community in which all undergraduate students thrive in this pursuit of rigor and independence. As presented in our 2021 Mid-Cycle Evaluation, Reed has articulated a set of three core themes that represent institutional priorities as a means to evaluate our mission fulfillment:

- A.) Rigorous, Challenging Curriculum (“Intellectual Rigor”),
- B.) Excellent Undergraduate Research Program (“Independence of Thought, Inquiry, and Expression”), and
- C.) Inclusive Learning Community.

Through systematic assessment, regular program reviews, and continuous improvement efforts, Reed has made significant progress on these three core themes. Strong faculty governance through elected committees such as the Committee on Academic Policy and Planning (CAPP) have played a key role in this progress. The Strategic Plan, laid out by an ad hoc committee in 2022, provides guidance through recommendations in five areas aimed at deepening our commitment to discovery (Support Innovation in Curricular Planning and Design; Invest in the Academic Program; Nurture Student Success; Embrace Diversity, Equity, and Inclusion; Extend our Promise Beyond Graduation) (see [1.B.3](#)).

Preface

Brief update on institutional changes since the institution's last report

Below, we summarize key institutional changes that Reed has initiated since submitting our Year Six PRFR report to the NWCCU on August 29, 2024. In our Addenda, we respond to findings from the PRFR review. At our Midcycle Review in 2021, we successfully addressed all recommendations from our previous EIE.

Leadership and relevant personnel updates

Deborah Kamali '85, MD, was elected chair of the Board of Trustees during the February 2024 Board meeting. Effective July 1, 2024, Kamali succeeded Roger M. Perlmutter, who served as chair since 2010. Given that her first year as chair occurred after the submission of the Year Six PRFR report, we provide additional detail about her.

Dr. Kamali had been a Trustee since 2015, serving as chair of the Student Life committee and as a member of the Trusteeship, Budget Policy, and Diversity, Equity, and Inclusion committees. Before becoming a Trustee, Kamali served as chair of Reed's Strategic Planning Partners and participated in Working Weekend as well as volunteered for the career network. She is the first woman to serve as board chair at Reed.

Dr. Kamali is an emerita professor in the Department of Obstetrics, Gynecology, and Reproductive Sciences at the University of California, San Francisco, where she served as a faculty member and clinician for over 20 years. At UCSF, Kamali was involved in education and mentoring learners and also served on medical school and residency admissions committees. She graduated from Reed with a B.A. in biology in 1985 and earned an M.D. from Oregon Health and Science University.

Lizbeth Adams '79 and **Kurt DelBene** were elected to Reed's Board of Trustees in April 2025.

Hieu Nguyen was selected as the new Vice President for Advancement and College Relations beginning July 1, 2024. He served in his first year as VP after the submission of the Year Six PRFR.

Nguyen is a seasoned professional in development and advancement, with a 22-year career in higher education that has included service to renowned institutions such as Bates College, Bowdoin College, Harvey Mudd College, Middlebury College, and the University of California, Riverside. Nguyen's campaign experience includes strategic planning and funding for targeted initiatives, such as capital and academic projects (ranging from \$5 to \$50 million), as well as the launch of campus-wide endeavors (at the \$300 to \$500 million level). Prior to his time in higher education, Nguyen worked in industry for startup ventures with Qualcomm, Inc. in San Diego, California, and Burlee.com in Burlington, Vermont.

Reporting to President Bilger, Nguyen leads teams overseeing advancement, alumni relations, the Center for Life Beyond Reed, and College Relations Information Systems and Communications.

In addition, three new members of the Senior Staff have joined since July 15, 2024: **Suzy Renn, PhD**, Associate Dean of the Faculty; **Anna Hitchcock, MS**, Executive Director of Financial Aid; and **Huy Trinh, MA**, Director of Admission. Suzy Renn became Associate Dean of the Faculty in July 2024. She is the Roger M. Perlmutter Professor of Biology and has been on faculty at Reed since 2006. She holds a doctorate in neuroscience from the Washington University School of Medicine in St. Louis. She has extensive experience serving on numerous faculty committees, including the Committee on Advancement and Tenure and the Committee on Academic Planning and Policy, and was co-chair of the Academic Planning Working Group. Additionally, she helped steer the college through the pandemic as a member of the COVID-19 Risk Assessment Group. In October 2024, Anna Hitchcock began as Reed's Executive Director of Financial Aid. She brings a wealth of experience in financial aid at public and private institutions, having worked as a financial aid advisor, lead financial aid counselor, assistant director of financial aid, senior financial aid counselor, and associate director of financial aid. Huy Trinh became Reed's Director of Admission in November 2024. He brings a strong background in admissions, having served as Senior Associate Dean and Interim Director of Admission at Reed, Director of Admission at Denison University, and Associate Director of College Counseling at Oregon Episcopal School.

Shree Bhavya Kandula, M.A., has been selected as the new data systems analyst within the Office of the Dean of the Faculty, beginning on August 4, 2025. Bhavya Kandula received a Master of Science in Computer Science from Illinois State University. Most recently she has worked as an analyst for Zreya Tech, Illinois State University, and Amazon. The dean's office has been reorganized to better support our division's reporting needs and ensure that access to critical and accurate data is met in a timely manner. This position provides analytical assessments of division processes and promotes a data-informed culture throughout the division, training and leading the division on systems and databases to enhance decision-making, productivity, and efficiency.

Presidential Advisory Groups

In Fall 2024, President Bilger announced three cross-functional groups that are crucial to the successful functioning of the academic program: the Ad Hoc Committee on Governance Documents and Processes, the Presidential Council on Campus Climate, and the Retention, Persistence, and Graduation Group.

Ad Hoc Committee on Governance Documents and Processes. In September 2024, following an earlier resolution by the Board of Trustees, President Audrey Bilger established the Ad Hoc Committee on Governance Documents and Processes to conduct a diagnostic review of our governance documents. The committee includes members of the President's Staff, staff members, and members of the faculty. During the first year, this ad

hoc committee has focused on the Faculty Code to determine the specific processes for approaching the various college governance documents.

Presidential Council on Campus Climate. The Presidential Council on Campus Climate was established in Fall 2024 and tasked with achieving a two-year aspirational goal of creating a more inclusive, equitable, and supportive environment for all members of the Reed College community. The work was broken down into three focused subcommittees: the Prevention and Education Subcommittee, the Immediate Response and Engagement Subcommittee, and the Data, Policy and Awareness Subcommittee. Collectively, the Council has emphasized proactive communication, student engagement, and a community-centered approach to improving the campus environment, supporting equity, and addressing harm. (see [1.D.4](#))

Retention, Persistence, and Graduation Group. The Retention, Persistence, and Graduation Group (RPG) was convened in Fall 2024 with an explicit ten-year goal to improve Reed's four-, five-, and six-year graduation rates by addressing both persistence (continued enrollment from one fall to the next) and retention (the proportion of first-year students returning the following year). It was tasked with 1) systematically tracking and supporting students, 2) assessing the effectiveness of current retention initiatives on campus, and 3) developing new initiatives focused on student retention, persistence, and graduation. In addition to the overall group, there are two subgroups, one focused on data analysis and the other focused on strategic curricular approaches. By grounding planning in careful data analysis and stakeholder insights, the RPG aims to implement coordinated, evidence-informed strategies that meaningfully improve student retention, persistence, and graduation outcomes at Reed College. (see [1.B.1](#) and [1.D.4](#))

Standard One: Student Success and Institutional Mission and Effectiveness

Standard 1.A: Institutional Mission

Standard 1.A.1

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

The [Mission Statement for Reed College](#) defines the institution's purpose, outlines its core values, goals, and the type of education it is committed to providing to students. It has a strong and appropriate mission statement, the most recent iteration of which was approved by the Reed Board of Trustees on June 22, 2008. The statement is published on the website and open to the public, as well as the Reed community. This mission statement is the result of discussions and decisions by the faculty and the Board of Trustees over the time of the College's operation. The mission statement is as follows:

Reed College is an institution of higher education in the liberal arts devoted to the intrinsic value of intellectual pursuit and governed by the highest standards of scholarly practice, critical thought, and creativity. Its undergraduate program of study, leading to the degree of Bachelor of Arts, is demanding and intense and balances breadth of knowledge across the curriculum with depth of knowledge in a particular field of study. The goal of the Reed education is that students learn and demonstrate rigor and independence in their habits of thought, inquiry, and expression.

This statement articulates the college's aspirations within the educational landscape and serves as a guiding principle for its operations, strategic planning (see [1.B.3](#)), and decision-making.

The educational purpose of the institution is further clarified through six characteristics described on the Mission and History website: 1) breadth and depth, 2) shared intellectual and scholarly concern, 3) foundational curriculum, 4) progression through the major including Junior Qualifying Exam and Senior Thesis, 5) interdisciplinarity from the first year course through the major, and 6) support for scholarly activity of the faculty in service of the educational program.

The institutional commitment to the educational program is further articulated through 15 operating principles: 1) including the free exchange of ideas, 2) the honor principle, 3) political neutrality, 4) no religious affiliation, 5) central educational mission, 6) student faculty ratio, 7) activities of the staff, 8) no academic division by academic ability, 9) faculty advisers, 10) the evaluation of coursework, 11) governance, 12) a residential community, 13) diversity, 14) financial aid, and 15) health and counseling.

Standard 1.B: Improving Institutional Effectiveness

Standard 1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Strategic Planning

The current strategic plan (see [1.B.3](#) for detail), delivered in June 2022 by [an ad hoc committee](#) appointed by President Bilger, reaffirmed Reed's commitment to intellectual rigor and student-centered learning while addressing its dependence on tuition revenue. That plan set three priorities: ensuring financial sustainability; promoting student access and timely graduation; and strengthening the curriculum through interdisciplinary offerings, sustainability, and community engagement. It emphasized ongoing strategic oversight to keep Reed focused and adaptable. The recent faculty retreat in May 2025 (see [1.B.3](#)), brought faculty together to build on this strategic vision through community building and topical breakout sessions.

Assessment Process for Student Learning General Education and Academic Programs

Overview of the Assessment Process for Student Learning

Faculty assess Reed's academic program for student learning and achievement at [the departmental and college levels](#) ([accreditation workflow](#)). Departmental assessment includes a comprehensive annual report, systematic two- or six-year assessment of Distribution Requirements, and an external decennial review. The Associate Dean of the Faculty then integrates all departmental assessments with college-level sources (e.g., committee reports, institutional data, survey results) in the [Annual Academic Program Assessment Report](#). The Dean of the Faculty and the Committee on Academic Policy and Planning (CAPP) use these reports and data to report out to the faculty, provide feedback to departments, make college-wide curricular and resource decisions, and prepare accreditation reports for NWCCU.

Components of the Assessment process for Student Learning

The [Departmental Distribution Requirement Assessment](#) (DDRA) is a structured process for evaluating student achievement of student learning outcomes (SLOs) tied to Reed's general education distribution requirements (Groups I, II, III, and Humanities 110). Departments assess lower-level courses without prerequisites on a two-year cycle and selected upper-level courses on a six-year cycle. The first-year Humanities 110 course is assessed every other year with four SLOs (two assessed each year). Transfer students (<5% of enrollment) fulfill the Humanities Requirement with 200-level courses, evaluated on the six-year cycle. At least two faculty members (excluding the instructor) evaluate representative later-semester assignments using a clearly defined rubric outlining skills/knowledge tied to each SLO and performance levels (excellent to unsatisfactory). Shared rubrics are required for sets of courses, with a random sample of at least 20% of

student work (a minimum of five submissions per course). This process ensures a consistent and transparent evaluation. Previously summarized in departmental reports reviewed by the General Education Committee (e.g., GEC 2023 report), the DDRA is now streamlined through a [Google form](#) reviewed by the Associate Dean of the Faculty (e.g., 2024-25 report), who provides feedback to implement changes at the department level to inform curricular revisions and pedagogical strategies. The Associate Dean then prepares a summary report that is shared with the faculty and reviewed by CAPP. This change in reporting represents a reallocation of resources, in terms of faculty time, in response to the assessment process. Following an initial learning period when the General Education Committee was instrumental in training faculty to conduct the DDRA, the numerical summary and direct involvement from the Dean's Office has proved to be more effective.

The [Annual Departmental Reports](#) systematically assess educational effectiveness through consistent assessment of student achievement of learning outcomes for the distribution requirements as well as student learning outcomes for the majors, which are assessed via the outcomes of the Junior Qualifying Exam and Senior Theses. Annual Department Reports also assess institutional effectiveness in the form of initiatives related to diversity, equity and inclusion, the departmental climate, as well as enrollment and staffing pressures, all of which are used for planning, curricular changes and resource allocation. Institutional Research generates annual reports of enrollment numbers and thesis students to aid departments in preparing their annual reports (e.g., combined reports 2024). The Annual Departmental Reports are made available to all faculty in support of Reed's mission to foster rigorous, inclusive, student-centered learning. For example, the Annual Departmental Reports from Biology (e.g., 2021, 2023, and 2025) document the assessment of the introductory curriculum and staff resources needed for implementation. The department adjusted class size, course structure, and introduced additional 100 level courses in a measured stepwise process mindful of faculty, staff, and space resource allocation.

The [Decennial Department Review](#) is a ten-year cycle of comprehensive self-study and external evaluation designed to ensure high-quality student education. Each department conducts an in-depth self-assessment, hosts a review by external scholars, and submits a final report to CAPP. The self-study includes ten sections: an executive summary of strengths and challenges; curriculum analysis and alignment with learning outcomes; the department's role in the broader curriculum; review of the Junior Qualifying Exam and Senior Thesis; student communication practices; climate and inclusivity (with survey data); staffing and planning; infrastructure needs; faculty development; and student outcomes, including post-graduation preparation. Departments can also address unique concerns. The review assesses past performance, guides future curriculum and pedagogical improvements, and informs resource allocation, with CAPP prioritizing new positions or facility needs based on demonstrated student demand or learning challenges. While annual capital equipment requests allow departments to allocate resources as needed, these decennial reviews provide a record and planning for long-term resources allocation in terms of faculty, staff and physical resources. For example, the most recent decennial review of the Art department noted the need for additional resources for staff positions and studio facilities, which have now been documented by CAPP for future

resource allocation and funding raising initiatives. All components of the decennial reviews are hosted on a password-protected Reed website.

The [Annual Academic Program Assessment Report \(AAPAR\)](#) is produced each summer by the Associate Dean of the Faculty. The report summarizes insights from department annual reviews, departmental distribution requirements assessment, any decennial reviews, and college-level sources including committee reports, external review, or other material related to faculty assessment of the academic program. This report is used by the Dean, CAPP, and Institutional Research in their work in overseeing and improving the academic program. CAPP includes this report in its archives which are part of our accreditation submissions to the Northwest Commission on Colleges and Universities (NWCCU) (e.g., AY2023-24).

The [Committee on Academic Policy and Planning \(CAPP\)](#) at Reed College oversees academic policy, faculty planning, and resource allocation. It includes seven elected faculty members (with staggered two-year terms), with representation from each academic division and the President and the Dean of the Faculty serving *ex officio*. CAPP recommends allocations of faculty positions, approves job descriptions, and assists in the development of academic programs. It conducts decennial reviews, reviews Distribution Requirement Assessments and Annual Departmental Reports, and regularly reports to the faculty. It ensures transparency through open meetings (except for personnel matters), maintains accessible records, and reports regularly at faculty meetings. CAPP also engages with students via the Student Committee on Academic Policy and Planning (SCAPP) and appoints the Budget Advisory Subcommittee (CBAS) to monitor academic budget issues. Ad hoc committees may be formed as needed and represent a mechanism for short-term allocation of faculty governance resources. The CAPP chair provides an annual report for review in subsequent years (see the CAPP year-end report for 2023-2024 and 2024-2025).

Beyond its elected faculty committees, Reed maintains a wide range of appointed and **standing faculty committees** that support institutional effectiveness, planning, and student success. These include committees focused on academic and student support policies (such as the Committee on Admission and Financial Aid, which helps shape enrollment and access strategies), curricular oversight (e.g., the Off-Campus Study Programs Committee and Academic Success Committee), and student well-being (e.g., Alcohol and Other Drugs Committee, which promote student safety and health). Other committees, such as the Committee on Diversity and the Library Board, play crucial roles in promoting equitable access to resources and fostering inclusive academic environments. Collectively, these committees provide structured, collaborative forums for faculty, staff, and students to analyze data, recommend improvements, and guide policies that enhance student experience and advance the college mission. For example, in response to student feedback and assessment of faculty advising by the Academic Success Committee, the faculty have approved a mandatory four week comment for all undergraduate students in all courses. All committees now provide an annual report that summarizes their primary activities and recommends actions for the upcoming year.

Throughout the academic year, CAPP has a consistent cycle of discussions and decisions (see [CAPP webpage](#)), providing recommendations to the President for academic planning and resource allocation. In August, CAPP, the faculty-elected Committee on Advancement and Tenure (CAT), and the President's Staff have a retreat to plan for the year. At the retreat, CAPP discusses the [Annual Academic Program Assessment Report](#) provided by the associate dean of the faculty (see [above](#) for details), the previous CAPP's year-end report, and additional committee reports (e.g., the Academic Success Committee annual report). CAPP provides recommendations for the next year's visiting assistant professor positions during the fall. These searches, which include sabbatical replacements, staffing to cover high enrollments in departments, and staffing to cover open tenure-track lines, occur in the spring of that year. CAPP provides recommendations for the tenure-track positions during the early spring (these are for searches for two years later). Departments and programs submit requests for visiting and tenure-track positions using a standardized form to ensure fairness and facilitate comparison and evaluation across the requests.

Assessment of Student Achievement

The **Institutional Research Office** regularly tracks and widely publicizes, on the college [website](#), four-, five-, and six-year graduation rates disaggregated by gender, ethnicity, and financial aid category, as well as retention rates (the percent of first-year students who returned to Reed in the fall of their 2nd, 3rd and 4th year). This office also supports the survey of alumni 5, 10, 15, and 20 years post-graduation, administered every other year (2017, 2019, 2021) by The Higher Education Data Sharing Consortium (HEDS). The reports are published on the [website](#) and internally tracked longitudinally to support career advising, etc.

Reed College's Data Governance Committee produces a weekly "retention to date comparison report" that systematically tracks degree-seeking undergraduate enrollment patterns one year apart, comparing fall-to-fall or spring-to-spring cohorts. The disaggregated data are delivered weekly to senior staff for continual monitoring of retention trends and to address barriers to success.

The [Center for Life Beyond Reed](#) (CLBR) offers both student support (see [below](#)) and tracking of student achievement. CLBR administers the First Destination Survey, and tracks students receiving prestigious fellowships and awards. This ongoing tracking of post-graduate outcomes generates measurable data on student outcomes, workplace readiness, and student trajectories, which is informative for faculty advisors in the majors. For example, in response to lower numbers of current students receiving the NSF Graduate Research Fellowships, faculty advisors instituted a grant writing workshop hosted by the CLBR.

The **Retention, Persistence, and Graduation Group (RPG)** was convened by Reed's president in Fall 2024 with an explicit ten-year goal to improve Reed's four-, five-, and six-year graduation rates by addressing both persistence (continued enrollment from one fall to the next) and retention (the proportion of first-year students returning the following year). In its initial work, the RPG reviewed the institutional history of these

efforts, dating back to the 1992 creation of the Enrollment Committee and its subsequent evolution into the Enrollment Management Group, which included added faculty participation. Drawing on comparator data and Reed's long-term goals, the RPG has drafted initial numerical targets for retention across cohorts and for timely graduation. The group is in the process of mapping milestones to achieve these goals, emphasizing the need to move from aggregate percentages to evaluating individual student student impact. With a shared commitment to understanding institutional, rather than individual, patterns, they coordinate efforts and support all undergraduate students through tangible, meaningful action.

Assessment of Student Support Services

The Student Support Services at Reed essentially conduct internal assessment to inform planning and improvements. Their annual reports are shared across the institution. For example, the Division of Student Life prepares a report, "The State of Student Life", putting Reed in the national context. This report is presented to the community each fall.

The [Office of Academic Support \(OAS\)](#) at Reed College offers a comprehensive suite of services, including peer tutoring for introductory courses and languages, one-on-one academic coaching tailored to students' study habits and planning, and workshops on quantitative and study skills. These services are supported by collaboration with faculty and the Writing Center to maximize student access to learning resources. The Director's annual report systematically assesses service delivery and sets goals for the following year based on demand. Student and tutor surveys were used to evaluate the quality of a new sign-in system, which tracks demand and visit patterns, as well as tutor training practices (see [1.D.4](#) for improvements). OAS uses this evidence to guide improvements in training delivery, content, and accessibility. For example, a full evaluation of the Spring Symposium program was conducted in 2024-25 based on declining participation, and that assessment led to a redesign to be implemented for the 2025-26 year.

The [Reed Library](#) uses a multi-layered assessment process to ensure its resources and services effectively support student learning. The library annually collects and reports standard usage, staffing, and collections statistics to national surveys (such as Integrated Postsecondary Education System (IPEDS) and Association of College and Research Libraries (ACRL)) for benchmarking against peer institutions. It also conducts internal assessments like Library User Design (LUX) surveys and focus groups to gather student feedback on spaces, equipment, and services. This information has led to responsive changes including furniture placement and improved study environments. Collection Services assessments, including serials and database reviews with faculty input, ensure materials remain cost-effective and relevant to curricular needs. This type of information gathering contributed to the Fall 2025 expanded Interlibrary Loan options intended to make it easier for students and faculty to [access material that Reed does not own](#). We expect this feature to be particularly helpful for students who may not be familiar with the nuances of Summit requests versus Interlibrary Loan requests. Additionally, participation in surveys like the Measuring Information Service Outcomes (MISO) Survey (planned for 2026) provide systematic feedback on user satisfaction, reinforcing the library's commitment to data-informed planning in support of student success.

The [Reed Care Team](#) is an interdisciplinary group led by the Director of Student Support, including staff and faculty from Student Life, Residence Life, Disability and Accessibility Services, Academic Support, and Community Safety. It proactively assists students facing challenges affecting well-being or academics. The team reviews referrals promptly, provides outreach and follow-up, and maintains privacy within reporting guidelines. Each semester, the Care Team reports on referral numbers, timing, types, interventions, and outcomes, benchmarking trends over time. In Fall 2024, the team processed 957 referrals for 537 unique students (approximately 40% of the student body), with academic and mental health concerns being the most common.

The [Center for Life Beyond Reed](#) (CLBR) advances student development through a comprehensive framework for career and professional preparation. CLBR delivers structured advising across multiple domains including career exploration, resume and cover letter guidance, graduate and professional school coaching, fellowship preparation, and networking support. It offers programming such as job-shadowing, informational interviews, internship facilitation through Handshake, and targeted workshops on career search strategies. CLBR embeds assessment into all services: students receive feedback through workshops, peer-assisted sessions, and post-event surveys. Regular analysis of employer engagement metrics, internship placement rates, and first-destination outcomes enables CLBR to refine services continuously. These data insights guide program improvements such as refining resume templates, expanding digital visibility training, and addressing equity gaps in internship participation.

[Disability and Accessibility Resources](#) (DAR) at Reed College provides individualized support to ensure equitable access and success for students with disabilities. Services include academic accommodations such as exam extensions, reduced-distraction testing environments, note-taking support, and alternative-format materials; communication access like interpreters and real-time captioning; assistive technology and accessible testing spaces; and housing accommodations including single rooms, wheelchair-accessible housing, visual alarms, and meal plan modifications. DAR also guides students through documentation requirements and works collaboratively with faculty and staff via an online portal to coordinate accommodations while maintaining student privacy and compliance with legal standards.

The [Health and Counseling Center](#) (HCC) at Reed provides comprehensive student support through primary medical care, mental health services including therapy and medication management, crisis intervention, wellness education, and peer support groups. To ensure quality and guide improvement, the HCC tracks service delivery using electronic health records, capturing monthly appointment volumes, provider types, unique student counts, new users, and diagnostic codes. These data inform internal planning, annual reports to senior leadership, and resource allocation in terms of staff effort and appointment types offered. For example, based on appointment numbers, RN time was reallocated to the [SHARE](#) program. Additionally, the HCC participates in broader surveys such as NACHA to evaluate service utilization across medical and counseling

functions, supporting efforts to improve student well-being and promoting holistic, accessible care (indicator [C.4.1](#)).

Standard 1.B.2

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

In its Year Three Mid-Cycle Report, Reed articulated three mission fulfillment priorities with 20 meaningful objectives and 53 indicators to enhance institutional effectiveness, student learning, and achievement. These indicators are used to assess Reed within the context of its identified national and regional peer institutions, as they represent the principles of Reed’s unique character and ethos. These data and principles are regularly reviewed and used as evidence to support institutional improvements, as presented in Table 1 below.

Comparator Selection

In late 2022, Reed College updated its list of comparator institutions through a structured, evidence-based process to improve benchmarking and planning. The previous list of 18 was revised to retain 12 and expand to 30 schools selected using transparent criteria such as size, mission, finances, geography, graduation rates, and Carnegie classification.

Preference went to institutions west of the Mississippi for regional relevance.

Institutional Research developed the list with senior management mainly using data from IPEDS supplemented with data from the NSF (percent of alumni earning doctorates; the College Scorecard (alumni earnings); VSE (fundraising especially from alumni); Moody’s, Standard & Poor’s, and Fitch (bond ratings); and the National Student Clearinghouse and admission surveys (admission overlap including cross-admits). For detailed analysis, Reed maintains a shorter list of 12 closely aligned schools and uses the Northwest Five Consortium plus Occidental College for regional comparisons (see [report](#) for details). The comparator list is published on [Reed’s website](#) and regularly reviewed by the President’s senior staff.

Three Priorities to Assess Mission Fulfillment

In its Mid-Cycle Report, Reed articulated three core themes that represent goals and include indicators organized around three institutional priorities for evaluating mission fulfillment:

- A) Rigorous, Challenging Curriculum (“Intellectual Rigor”),
- B) Excellent Undergraduate Research Program (“Independence of Thought, Inquiry, and Expression”), and
- C) Inclusive Learning Community.

These priorities reflect Reed’s focus on small class sizes, required theses, and strong academic support designed to promote student success. The college tracks service usage, benchmarks, and outcomes, such as retention and graduation. These data, disaggregated by race, gender, socioeconomic status, first-generation status, and Pell eligibility, are assessed relative to peers when appropriate. The curriculum and research priorities are

grounded in Reed’s mission through external validation, deep disciplinary study, liberal arts breadth, faculty-student engagement, and robust research opportunities. The inclusivity goal is supported by institutional statements (2009 [diversity](#), 2017 [anti-racism](#)) and Board endorsement emphasizing equitable access, climate, diversity, student well-being, and a sense of purpose, which are central to Reed’s vision of student success.

Indicators of Mission Fulfillment

Table 1 includes the Objectives, Indicators, and Assessment/Outcomes measured. The links provide internal links to sections of the report with additional detail or examples of reports and data (also available as exhibits at the end of this section) that are generated regularly and shared broadly among stakeholders. The column “C” indicates those measures that are appropriate to assess in comparison to our 30 peers (C), compared to colleges overall (O), internally track (I), or based on principles (P) that are reaffirmed by the institution. With data systems staff now embedded in administrative offices across campus, Reed can begin a long-term initiative to aggregate and compare data for these indicators in a more streamlined and transparent manner to facilitate data sharing for assessment of mission fulfillment.

Institutional Priorities from Midcycle Accreditation Report				
	OBJECTIVE	INDICATOR	C	OUTCOME
PRIORITY A: Rigorous, Challenging Curriculum (“Intellectual rigor”)				
	A.1 All departments externally validated	A.1.1 External program review, approximately every ten years.	P	1.B.1 Decennial Review 1.B.4 Decennial Review
	A.2 Students study deeply in a field	A.2.1 Universal Senior Thesis	P	All Reed undergraduates complete a rigorous, year-long Senior Thesis involving original research or creative work under faculty mentorship. This universal requirement ensures mastery of program outcomes and sets Reed apart: 41% of peer schools require a senior project, but only 9.7% mandate a full thesis (web search). (also see 1.C.1)

	A.2.2. Junior Qualifying Examination	P	Before beginning the Senior Thesis, all Reed undergraduates must pass a Junior Qualifying Exam tailored to their discipline. This exam assesses mastery and readiness for independent research while providing departments with data to improve teaching. Unique among peers, this universal requirement reflects Reed's commitment to rigorous evaluation. The Academic Success Committee is reviewing the exam to ensure continued alignment with learning goals (web search). (also see 1.C.1)
	A.2.3 Major requirements, reviewed by program review	P	1.B.1 Annual Departmental Report
A.3 Students acquire a strong foundation in the liberal arts	A.3.1 Distribution outcomes assessment	P	The college defines and assesses learning outcomes for all Distribution Requirements, using results for improvement. About 95% of undergraduates complete on-campus courses ensuring full assessment, while exceptions like study abroad are monitored (see 1.C.1 Departmental Distribution Assessment)
	A.3.2 Distribution requirements across curriculum	C	Reed requires nine units across three groups plus a year-long Humanities course, matching or exceeding peers in unit count and ensuring broad, outcomes-based learning (web search).
	A.3.3 Number of classes for non-majors	P	By design, all Reed courses are open to majors and non-majors, reflecting a deliberate commitment to academic rigor and student choice.
A.4 Small classes, characterized by close interaction of students and full-time faculty	A.4.1 Class size	C	Reed averages 14-16 students per class (IR) with ~80% of course time in sections under 20, consistently ranking in the top third among peers for small classes (the Common Dataset) and emphasizing personalized, discussion-based learning.
	A.4.2 Faculty-student ratio	C	Reed's 9:1 student-faculty and 4:1 student-staff ratios reflect a commitment to personalized instruction, placing it mid-range among peers (IPEDS and Common Dataset).

	A.4.3 Percentage of classes taught by full-time faculty	C	Reed relies on full-time tenure-line faculty (e.g., AY24-25 only 6 part-time and 154 full-time (IR)). Data are not available for percent of classes taught.
	A.4.4 Percentage of classes taught by assistant professors and up	C	Unlike many peers, Reed has no courses taught by instructors without academic rank. Visitors also hold standard faculty ranks. Across teaching faculty, 48% are Full Professors (IPEDS) reflecting a deliberate advancement model.
	A.4.5 Percentage of classes taught by tenure-line faculty	C	Roughly 80% of faculty are tenured or tenure-track. There are no courses consistently taught by visitors. (link)
	A.4.6 HEDS data on interactions	O	HEDS and NSSE data show Reed undergraduates rate faculty higher than peers for interest, feedback, and instruction (6.1 vs. 5.8), though slightly lower for supporting growth beyond academics, which guides efforts to improve holistic advising.
A.5 Excellent academic support: tutoring and coaching	A.5.1 Numerical data, and reflections and surveys from tutors and students	I	Reed's Office of Academic Support offers tutoring, coaching, workshops, referrals, and a Writing Center. Annual reports (OAS) show strong engagement, high satisfaction, and academic benefits, with 98% of 872 survey respondents finding tutoring helpful.
A.6 Excellent academic support: student information literacy and familiarity with research tools	A.6.1 Library surveys and usage data	C	Reed currently achieves 75th percentile among peers for physical collections and well above 75th percentile for electronic collections per student (IPEDS), gate count (3.1 visits/student/year), attendance at librarian presentations, and reference questions per student FTE (ACRL). The library staff supplemented understanding of these data in relation to student perceptions and use of library spaces with the locally-developed LUX (library user) survey and student focus groups from 2014-2020 and restarting in Spring 2025.
	A.6.2 Library materials spending per student	C	For a decade, Reed's per-student library spending has exceeded \$3,100 annually, ranking top three among 30 peers in nine of ten years, reflecting a strong commitment to academic support and student success (IPEDS).

A.7 Excellent academic advising	A.7.1 Seniors' ratings of their satisfaction with the quality of their first year advising. A.7.2 Seniors' ratings of their satisfaction with the quality of their major advising	O	Reed's first-year advising has trailed peer and national averages (2013-2020) (HEDS , NSSE , and CSS), prompting reforms. In 2023, Reed launched a four-year pilot to improve advising with new assessment tools, advisor feedback surveys, and pre-arrival registration, all reviewed for continuous improvement.
A.8 High-quality classroom teaching		O	First-year students rate course goals, organization, and examples higher than peers (3.4/4), with slightly lower but comparable feedback scores, while seniors consistently find faculty more academically challenging than at other institutions (HEDS and NSSE).

PRIORITY B: Excellent Undergraduate Research Program ("Independence of Thought, Inquiry, and Expression")

B.1 Students able to do independent research (discipline appropriate)	B.1.1 Universal Senior Thesis	P	Reed's required year-long Senior Thesis is a rigorous, student-driven research project that engages with academic questions/topics in discipline and is assessed by faculty to ensure consistent departmental standards. Few peers require a thesis, making direct outcome comparisons unavailable.
B.2 Significant percentage of students have access to PhD programs in all fields	B.2.1 NSF data; NSC data	O	Reed consistently ranks in the top five nationally for producing research doctorate recipients (NSF and IPEDS), reflecting strong scholarly preparation. Tracking detailed data supports internal planning and benchmarking.
	B.2.2 Track number of Center for Life Beyond Reed advising meetings	I	The Center for Life Beyond Reed supports students' post-graduate goals and assesses its impact, with about 10% of advising meetings focus
B.3 Significant opportunity to gain experience in research lab, clinical setting, or workplace, including student-led projects and faculty-	B.3.1 Track number of paid research opportunities each summer at the college level and within divisions and departments, and express as percentage	I	Since 2021 Reed has been consolidating records to better track and report on the approximately 350 students who receive a Reed funded summer opportunity (including on-campus faculty projects and off-campus internships) each year, as a percentage of the total student body when accounting for repeated opportunities (College Relations data).

student collaborations	B.3.2 Track number of paid internships each summer, and express as percentage	I	CLBR uses the Handshake platform to host jobs and internships using an auto-approving process introduced (2024) with anti-scam protection.
	B.3.3. Track number of alumni who complete Ph.D. programs	I	NSF data repeatedly places Reed as the top one or two among comparators for number of PhDs, and the Alumni Survey shows that “Science, Technology, and Engineering” is the most common employment 10 years out.
	B.3.4 Track number of fellowships (e.g., Presidential fellows)	I	Excluding pandemic years, there has been a constant rise in student applicants and awardees for fellowships overall (CLBR).
B.4 Research-active faculty that can support student research projects	B.4.1 Regular CAT reviews that consider scholarly output; data on grants received; some data on publications	C	Faculty research at Reed averages \$3.1 million annually across ~12 awards (College Relations). Looking at currently active NSF funding, Reed ranks second among its 12 peers (NSF award search).
	B.4.2 Faculty research and professional development funds	I	Beyond grant support, Reed offers \$3,000 annually for faculty travel, competitive summer and academic-year research funds, a generous sabbatical program with research expense support, and supplemental pay for prestigious underfunded awards (Reed website).
	B.4.3 Percentage of faculty hired on national searches	P	Of the 182 current faculty members, 91% were hired through a national search, with the others entering as targeted opportunity (5%), internal candidates (3%) or as a CFD fellow (1), some of which also included a national search step prior to hiring, showing Reed’s dedication to top ranked faculty.
B.5 Staff to support student and faculty research	B.5.1 Number of subject librarians and data librarians and the data@Reed team who support student research	P	Reed employs nine subject librarians each covering one to seven subjects (Reed Library website) demonstrating dedication to easy access for topical student support.
	B.5.2 Number of staff in departments who help with research (e.g., maintain instrumentation, manage the machine shops and studios, and participate in our research endeavors)	P	Reed employs stockroom managers, animal care takers, instrumentation specialists, theater production support, studio art assistants and technical directors who are available to support student research activities during thesis and summer fellowships.

PRIORITY C: Inclusive Learning Community

C.1 Equitable access	C.1.1 Meeting full financial need (no gapping)	C	Like many peers, Reed meets 100% of demonstrated need for aid recipients. IPEDS data show Reed ranks 24th among comparators for the share of first-years with any grant, 14th for grant size, 22nd for Pell Grant percentage, and 13th for lowest average graduate debt (CDS).
	C.1.2 Diverse Student Body	C	Reed tracks and shares data on student diversity and outcomes, ranking 15th among peers for students of color (IPEDS) and 4th (IPEDS) for students with registered disabilities, with strong support programs for both groups.
	C.1.3 Data on recruitment efforts	C	Reed's applications have nearly doubled since 2020, lowering admit rates (IPEDS and CDS pg 1) while maintaining steady enrollment. Despite a somewhat low yield (~15%, rank 27) (IPEDS and CDS pg 2-4), incoming students show strong academic preparation (HS standing, SAT, ACT).
	C.1.4 Track number of students applying for fellowships, jobs, internships, career advancement funds, with a particular focus on students of color and low income students	I	For a decade, CLBR has tracked student applications for jobs and fellowships with improved demographic precision (CLBR). Data show that White students are overrepresented among applicants and nominees, highlighting the need for proactive outreach, advising, workshops, and faculty awareness to close equity gaps (CLBR summary).
	C.1.5 Emergency Fund data	C	Reed offers emergency grants for health and academic needs and loans up to \$500, repayable by semester's end, with separate funds for international (ISS) and general student emergencies (Aid Office). Available information on peer websites suggest this support is comparable to peer institutions.
	C.1.6 Data on usage of Disability and Accessibility Resources	C	Over 25% of Reed undergraduates have registered disabilities, above the 75th percentile among peers (IPEDS pg 9). The Disability and Accessibility Resources Office tracks accommodations each term, showing slight growth in students served but increased use across courses. Testing accommodations have risen sharply, while note-taking has declined with new technology. Systematic tracking supports equitable access and continuous

			improvement (DAR). While student satisfaction is not actively surveyed, DAR offers a Grievance Procedure (~1 case/year).
	<p>C.1.7 Programs supporting students (and staff and faculty) from historically marginalized or under represented groups:</p> <ul style="list-style-type: none"> -Students of Color -1st gen/low SES -LGTBQ+ students -Students with disabilities -Students with physical or mental health challenges -International students 	P	<p>Reed publicizes its commitment to DEI as well as resources in support of diversity. Both the Office for Institutional Diversity (OID) and the Multicultural Resource Center (MRC) lead cross-campus efforts to support marginalized groups with MRC focused on students and OID addressing teaching, mentoring, and faculty development as well as students. Students with disabilities and those facing physical or mental health challenges receive support through the Health and Counseling Center (HCC) as well as Disability and Accessibility Resources (DAR) for academic support. The growing Peer Mentor Program (PMP) supports first-year students from historically underrepresented backgrounds by connecting them with trained student leaders and campus resources, and 99% of participants have rated it as helpful in their transition, building relationships, and providing a sense of support. The Reed Community Pantry (RCP) ensures access to free nonperishable goods, toiletries, and hygiene products for students, faculty (2024-25: 5,685 lbs of food and essentials to 359 unique guests).</p>
	<p>C.1.8 Graduation and persistence outcomes—comparing students of varying racial and socio-economic backgrounds, with a particular focus on students from historically marginalized or under represented groups</p>	C	<p>Reed’s most recent four-year graduation rate for all students as well as students of color is about 60%, ranking near the 25th percentile among comparators (IPEDS). The disaggregated data are also tracked (IPEDS). The six-year graduation rates (IPEDS) are slightly higher for Pell grant recipients and Stafford loan recipients than the overall rate (IPEDS), suggesting that these sources of financial aid have a positive impact on student success. The graduation rate for female students is slightly higher than that of male students; at Reed as well as comparators, Reed ranks better for graduation rate of male students (IPEDS).</p>

C.2 Inclusive climate	C.2.1 Student Life surveys / feedback on specific programming	P	Programming by House Advisors (HAs) under the Office of Student Engagement (OSE), included 243 events in AY 2024-25, focusing on social connection, health and well-being, equity, and responsible community living. Assessment results of these efforts, provided by a Residential and Campus Life survey and the biennial Reed Student Survey show high participation in community-building events (71% attended at least one HA program; 75% attended a small-group connection event), with students reporting OSE activities helped build relationships, take breaks from academics, and feel more connected to campus. Longer-term survey data also indicate that over 60% of students feel comfortable being themselves at Reed, with modest growth in feeling valued and engaged.
	C.2.2 Included in Annual Departmental Report and Decennial Program Review	P	Over the past years, Reed departments have expanded DEI efforts in faculty diversity, curriculum, pedagogy, and climate, now documented in annual reports reviewed by CAPP and the Office for Institutional Diversity for assessment and resource allocation. These are qualitative rather than quantitative metrics (e.g., except from AAPAR).
	C.2.3 Office for Institutional Diversity (OID) departmental climate surveys	I	With each Departmental Decennial Review, the current students and recent alums are surveyed with regard to departmental climate. That survey has recently been standardized to give a better cumulative overview of campus climate. Reed College uses a multi-year cycle of national campus climate assessment surveys. 2021: NACCC first administered to students, establishing baseline data on racial climate. 2022: NACCC staff survey assessed workplace belonging, identifying unique staff challenges. 2022: HEDS climate survey administered to faculty and staff 2025: NACCC re-administered to students to assess changes since 2021 and inform

			future student climate strategies 2026: planned HEDS community wide Administered survey
	C.2.4 Feedback on OID programming	P	OID uses multiple feedback channels to inform program evaluation and improvement. The MRC and Student Life conduct peer-led focus groups with PMP participants, gathering candid, qualitative insights into their experiences and impact. Across the division, units also use mid-point check-ins and end-of-session evaluations to adjust workshops in real time to better serve participants.
	C.2.5 Departmental responses to the OID call for the ways that they are concretely supporting diversity, equity, and inclusion	P	Now part of the Annual Departmental Report (see indicator C.2.2).
	C.2.6 Number of BIPOC alumni and employers engaging with students	P	These data are not tracked because defining “employer” is difficult when internships involve contacts at various organizational levels.
C.3 Faculty and staff diversity	C.3.1 Faculty diversity	C	In 2023, 29% of Reed faculty identified as people of color, matching the top 25th percentile among peers and exceeding regional comparators, reflecting focused recruitment and retention efforts. Faculty are 48% female, near the peer median (IPEDS).
	C.3.2 Staff diversity	C	In 2023, 28% of Reed’s professional staff and 44% of other staff identified as people of color, meeting or exceeding the 75th percentile among peers and Portland’s 30-33% demographic (IPEDS).
C.4 Student health and well-being sufficient to fulfill the academic program	C.4.1 Regular student feedback, usage data on health services; numerical and qualitative feedback on residential life programming	I	The HCC tracks services using electronic health records to monitor appointment volumes, provider types, unique student counts, new users, and diagnostic codes. An annual report summarizes these data and results of the NACHA survey.

C.5 Student physical self-awareness and lifelong interest in recreation, fitness and social play	C.5.1 Student feedback on physical education programming, attendance and course completion data	O	Reed requires six quarters of approved PE, community engagement, or experiential learning for graduation. In 2024, 80% of students reported at least one hour of weekly exercise (above the 74% national rate), though CSS data show fewer weekly hours than peers. Future surveys will rotate among NSSE , CSS , and a custom survey for ongoing assessment.
C.6 Student sense of purpose and life beyond Reed	C.6.1 Track student engagement rates with Center for Life Beyond Reed	I	At Reed, the Center for Life Beyond Reed supports co-curricular learning and has tripled advising meetings over eight years (CLBR), focusing on careers (29%), internships (28%), fellowships (18%), and graduate study prep (CLBR).
	C.6.2 Post-advising satisfaction survey from the “Life Beyond Reed” office	I	CLBR surveys show high satisfaction, with students rating answers and clarity on next steps at ~4.8 out of 5 (CLBR).
	C.6.3 Recent graduate outcomes (First Destination Survey administered six months post-graduation)	O	Reed’s First Destination Survey, following NACE guidelines, averages a 71% knowledge rate over eight years (website). Results show 60-70% of graduates working and ~20% in further education, aligning with national Bachelor’s-level trends.
	C.6.4 Alumni outcomes (HEDS alumni survey, 5, 10, 15, 20 years post-graduation)	O	Reed’s biennial HEDS Alumni Survey (2017-2023) of alumni 5, 10, 15, 20 years out shows nearly 90% of respondents are satisfied with their education and feel connected to Reed. Alumni rate preparation for graduate/professional school (3.6) and continued learning (3.4) highly, but lower for life responsibilities (1.7) and personal relationships (2.3). High-impact experiences include faculty research, independent study, internships, and study abroad (website).
	C.6.5 Tracking data on community engagement through Students for Education, Equity, and Direct Service (SEEDS)	I	Reed shows sustained commitment to community engagement through programs like Science Outreach, Cooley Gallery initiatives, the Faculty Speakers Bureau, and the Young Scholars Program, linking students and faculty with Portland communities (qualitative and quantitative annual report).

Standard 1.B.3

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Reed demonstrates inclusive, evidence-informed planning that involves faculty, staff, students, and trustees to drive continuous improvement. There is robust [faculty](#), [staff](#), and [student](#) engagement in campus governance. Strong faculty governance through CAPP with student input, transparent faculty FTE allocation, Decennial Reviews, and use of institutional data ensure that resources are allocated effectively and planning aligns with Reed's student-centered education. In addition, the faculty-elected Committee on Advancement and Tenure (CAT) provides a careful evaluation of tenure-track faculty every two years and senior faculty every four years, making recommendations about academic tenure. This decision-making is informed by student, peer, and for tenure cases, external feedback. Compelling shared governance ensures that the curriculum, personnel, and institution are consistent with our shared values and mission. The structure, make-up, relationship, and communication venues for governance are described in the broader institutional [governance documents](#), as well as those [on the Dean of Faculty website](#).

Oversight of the Curriculum

Reed College's curriculum oversight process (see [1.B.1](#) for detail) is intentionally inclusive, engaging faculty, staff, students, and external reviewers to improve institutional effectiveness. At the departmental level, Annual Reports, Distribution Requirement Assessments, and Decennial Reviews include faculty self-assessment, departmental discussions, and external peer evaluations that inform long-term planning. The Associate Dean of the Faculty synthesizes departmental assessments, general education outcomes, committee reports, and institutional data for review by CAPP.

Committee on Academic Policy and Planning (CAPP)

As described earlier ([1.B.1](#)), CAPP, an elected committee of seven, is Reed's central faculty governance body for academic policy and planning. CAPP recommends allocations of faculty positions, approves job descriptions, and approves new programs. It also oversees reviews, including Decennial Departmental Reviews, Distribution Requirement Assessments, and Annual Departmental Reports. CAPP also forms ad hoc committees to study key issues in depth and recommend improvements, with recent examples including reviews of faculty workload and the distribution requirement structure (see [1.C.7](#)), demonstrating a responsive and inclusive approach to academic planning.

Ad Hoc Committee on Distribution Requirements

In 2021, CAPP convened the Ad Hoc Committee on Distribution Requirements to assess the 2019 changes, as promised at the time of adoption. The committee collected enrollment data, surveyed faculty, held focus groups with stakeholders, partnered with SCAPP for student input, and examined comparator models. Although COVID and curricular changes complicated evaluation, the committee identified quantitative imbalances and modeled alternatives ranging from minor adjustments to major

overhauls. Through open discussion and ranked-choice voting, faculty adopted a new set of Distribution Requirements for implementation in AY 25-26. These changes, including dropping the same-discipline rule in favor of minors for depth and adding a new language requirement, demonstrate a flexible, evidence-informed planning process that incorporated broad participation to improve curriculum and student learning.

Strategic Planning

In October 2021, President Audrey Bilger appointed an Ad Hoc Committee on Strategic Planning to organize planning efforts. Chaired by Hugh Porter, VP for College Relations and Planning, the committee consisted of a deliberately small group (one student, one faculty representative from each division, the Dean of the Faculty, the Vice President of Student Life, and one trustee) to reflect a variety of backgrounds and perspectives while bringing a shared commitment to advancing the institution as a whole. The Committee [presented the strategic plan in June 2022](#). It outlines a vision for sustaining the college's academic excellence while adapting to changing circumstances. The plan reaffirms Reed's core commitments to intellectual rigor and student-centered learning, while acknowledging that, despite a strong endowment and high application numbers, Reed remains heavily dependent on tuition revenue. The plan addresses this tension by calling for diversified income streams, improved financial flexibility, and data-informed decision-making to support student success. It identifies three strategic priorities: ensuring financial sustainability through careful stewardship and new revenue sources; promoting student access, belonging, and timely graduation; and strengthening the curriculum by expanding interdisciplinary offerings and integrating sustainability and community engagement. It concludes by calling for ongoing strategic oversight to keep Reed focused, adaptive, and resilient going forward.

The 2025 Faculty Retreat on the Academic Program

Based on recommendations from the faculty CAPP, on May 28, 2025, the dean of the faculty office hosted an off-site faculty retreat focused on reflection, strategic conversation, and community building. Large-group sessions addressed "Vision and Distinctiveness" and "Resilience in the Current Political Climate," exploring shared values and strategies to safeguard higher education, DEI, and academic freedom. Breakout sessions engaged faculty in key topics including artificial intelligence, thesis structures, interdisciplinary programs, first-year experience, faculty workload, morale, and math preparedness. This inclusive, day-long event gathered input from all faculty to inform planning for AY25-26 and beyond.

CAPP Budget Advisory Subcommittee (CBAS)

The faculty members of the CAPP select from among its members a CAPP Budget Advisory Subcommittee (CBAS) to follow the construction of the College budget and to inform Committee members of the budget's progress and its bearing on the academic program. CBAS generally meets three times a year, with the meetings typically held after each Board of Trustees meeting. The VP/Treasurer provides CBAS with information related to Reed's budget, including details of the long-range budget model, operating budget updates, tuition increases, and various funding pressures.

Process for Allocation of FTE Resources

In 2022, CAPP implemented a clear, transparent model for allocating faculty FTE across departments. Instead of automatically replacing every sabbatical, replacement funds are pooled into a flexible FTE stream used to address enrollment pressures and curricular needs. This approach enables multi-year visiting positions for continuity and supports strategic allocation of tenure-track lines to meet evolving program priorities. Ultimately, the model aims to balance budgetary constraints with the goals of curricular integrity and equity across departments.

Institutional Research Dashboards

Reed College's Office of Institutional Research prepares two comprehensive, annually updated data dashboards for the Board of Trustees as well as the President and President's Staff. These dashboards combine public comparator data (e.g., IPEDS) with Reed-specific indicators such as enrollment trends, admissions outcomes, financial aid, retention, and graduation rates disaggregated by demographics, faculty and staff diversity, student health and wellness survey results, and financial metrics like endowment performance. This robust reporting ensures a shared understanding of institutional context and priorities enabling the Board to partner with senior staff for effective long-range institutional planning. The quantitative measures among Reed's indicators of mission fulfillment (see [1.B.2](#)) largely derive from these dashboards and future efforts will bring these reporting methods into better alignment for increased data transparency and sharing.

Standard 1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Reed College continuously and systematically monitors internal and external environments to identify emerging trends and expectations, using data and evidence to guide planning and resource allocation. Through its governance system, the college incorporates these findings to assess strategic position, define future direction, and review and revise its mission, planning, program outcomes, and indicators of achievement.

External Decennial Review

Reed College's Decennial Department Review process (see [1.B.1](#)) enables the institution to systematically monitor both internal and external environments by requiring each department to conduct a comprehensive self-study and hosting an external evaluation. Based on the self-report and site visit, the external evaluators analyze trends in curriculum, student demand, learning outcomes, departmental climate, staffing needs, and infrastructure requirements. This external comparative perspective identifies emerging expectations and standards in the field. By integrating self-assessment, external feedback, and institutional oversight, the Decennial Review produces data that can be

used to guide curricular planning and resource allocation aligned with the strategic plan and mission.

Faculty Committees

All faculty committees (an important part of the governance structure, see [1.B.1](#)) are now required to produce an annual report listing not only accomplished tasks and achievements but also agenda items that were set aside or downgraded in priority, with an assessment of whether they should remain a part of the future direction of that committee. These committee reports largely focus on the internal environment but often include analysis of programs at comparator institutions for an external perspective.

Overview of Surveys Administered at Reed

Reed utilizes both national surveys and internal surveys to monitor the internal environment, and when possible, analyzes comparisons with other institutions to track changes in the external environment. Reed College maintains a coordinated approach through the Survey Coordination Committee, which works to schedule, promote, and reduce survey burden while supporting consistent data collection and dissemination for planning and assessment (see annual report). In addition to the departmental alumni and climate surveys that are part of the decennial review, the committee tracks the administration of key institution-wide surveys including The Freshman Survey (HERI), Admitted Student Review (Admission Office and HCRC), and National College Health Assessment (ACHA), which measures incoming student profiles and wellness trends. Faculty Course Evaluations and PE Evaluations are run each term via Qualtrics and Moodle, overseen by the Registrar and faculty governance. Campus climate and inclusion are assessed through the National Assessment of Collegiate Campus Climates (NACCC) and the internal Bias Education and Response Team (BERT) survey. Other targeted surveys include the Employee Engagement Survey (Human Resources), Off-Campus and Residential Experience Surveys (Student Life), and the Spring DIY Student Experience Survey, which the committee itself coordinates.

Biology Consultant Review

In collaboration with the Dean of the Faculty, the Biology Department engaged an external consultant to conduct a climate assessment of the introductory curriculum. This process included on-site interviews with faculty, staff, and administrators, and document reviews to capture broader experiences. The resulting report identified departmental strengths, challenges, and specific recommendations to improve course coherence, communication, and inclusion. By incorporating external review and input from all stakeholders, the department can utilize this to enhance course coherence, departmental communication, and inclusion, thereby optimizing student learning and growth.

Review of Humanities 110 (Shared First-Year Course)

Building on previous reform on the Humanities 110 shared first-year course, Reed used a consulting firm, [In-Accord](#), to deliver and analyze an internally developed anonymous survey including open-ended questions and Likert scale questions. In-Accord provided a summary but left the interpretation of the results to the faculty. Results showed that, despite differences, all faculty members agree on the primary goals of the course, which

are writing, analysis, conference, and questioning, and generally report that the course accomplishes these goals. This work facilitates discussion to reinvigorate engagement with the course. Thus, despite using external evaluators for anonymity, this effort largely represents internal monitoring to improve cohesion, content, and governance.

Human Capital Resource Corporation (HCRC)

The college contracts with Human Capital Resource Corporation ([HCRC](#)). The goal is to increase understanding of Reed's current and desired place in the competitive landscape for college admission, inform college planning by expanding our understanding of prospective students' interest in Reed and the ways that enrolled students' progress through Reed, develop and prioritize a set of initiatives to strengthen Reed's long-term enrollment and financial sustainability, and establish a recurring set of measures and related data that can continually inform progress on Reed's long-term objectives.

As a part of this study, HCRC measures the academic capacity of admission metrics and enrolling students to assess their capacity for retention and graduation. The results inform admission, retention, persistence, enrollment size, and graduation performance.

The results are disseminated through the Vice President and Dean of Admission, the Admission and Financial Aid Committee, and members of CAPP, CAT, and the President's Staff.

Standard 1.C: Student Learning

Standard 1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Content and Rigor of the General Education Program

The Group Distribution Requirements constitute the General Education Requirements that must be completed to earn a Reed degree. While these requirements can be satisfied with college-level courses transferred from other institutions, to ensure appropriate rigor, they cannot be fulfilled with a waiver or examination. These requirements are described for students and the public in the [Group Distribution Requirements](#) section of the [Reed College Catalog](#). The general education requirements are designed to provide students with breadth and synthesis of knowledge appropriate for a liberal arts education. The current Group Distribution Requirements were instituted in 2019 with a goal to better reflect the college's vision of breadth and depth, encourage students to explore beyond their discipline, increase clarity for students and advisors, affirm the educational value of studio and performing arts, give greater prominence to mathematical thinking, and allow student flexibility. A recent assessment of those changes by the Ad Hoc Committee on Distribution Requirements determined that, in light of the addition of minors, additional flexibility should be added by the elimination of requiring that two units must be in a single discipline (see section [1.C.6](#)).

Content and Rigor in the Major

Reed students have the opportunity to major in a wide variety of department-based or interdisciplinary fields, as well as ad hoc interdisciplinary majors designed by the student and approved by the advisor and departments. The majors offered at Reed are similar to those at peer institutions. The most recently added majors include Dance (2016), Computer Science (2017), Neuroscience (2017), Comparative Race and Ethnic Studies (2018), and Film and Media Studies (2024). Each major has articulated student learning outcomes clearly presented on their [Academic Departments & Committees](#) page in the [Reed College Catalog](#). SLOs for [each course](#) align with the Distribution Requirement SLOs. In addition to an internal systematic annual review, all programs undergo external reviews on a 10-year cycle, which serves as a way for programs to ensure appropriate content and rigor accepted in the field and consistent with Reed's mission.

Content and Rigor in the Senior Thesis

The Senior Thesis is a distinctive hallmark of Reed's rigorous, mission-driven education, requiring all undergraduate students to complete a two-semester, faculty-supervised project involving original independent research or creative work, culminating in a written document and oral defense. This shared structure ensures sustained inquiry, critical analysis, sustained engagement, mastery of disciplinary methods, and in-depth ability with both written and oral communication on a topic. These abilities align with core institutional learning outcomes. To ensure discipline-specific rigor, programs tailor the

thesis process to their fields. In the sciences, senior theses typically involve experimental design, data analysis, and interpretation consistent with scientific research standards (e.g., [Biology](#), [Psychology](#)). In the Social Sciences, senior theses demand conceptual framing, literature review, and rigorous qualitative or quantitative analysis of political phenomena (e.g., [Political Science](#)). In the Arts, senior theses may involve original composition, performance, production, and scholarly analysis of artistic history and theory (e.g., [Music](#)). Expectations and learning outcomes are clearly communicated in the [Reed College Catalog](#) and required information sessions. Many programs also host thesis student presentations, giving rising seniors concrete examples of the scope, depth, and commitment involved.

Content and Rigor through Junior Qualifying Exam

Reed College also ensures academic rigor and alignment with its mission of fostering independent inquiry through the Junior Qualifying Exam, a universal, discipline-specific assessment required as a milestone that systematically evaluates students' mastery of core concepts and readiness for the independent Senior Thesis. The stated objectives of the Qualifying Examination are (1) to gauge the student's mastery of their discipline, (2) to serve as a diagnostic aid in identifying weaknesses in the student's preparation for advanced study or thesis work in that discipline, (3) to assist the student in unifying their knowledge of a major field of study, and (4) to assist the major Department or Interdivisional Committee in assessing the effectiveness of its own program. To assess synthesis, critical reflection, and research preparedness that is tailored to disciplinary standards, the Qual uses varied formats including essays, timed exams, portfolio reviews, or co-requisite seminars. Faculty evaluate results using consistent rubrics to ensure alignment with program learning outcomes. Departments clearly communicate expectations through websites (e.g., [Neuroscience](#)) and required information sessions to help students understand and prepare. To further strengthen this systematic approach, the Academic Success Committee will audit and analyze the Qual in AY2025-26 to promote consistency, equity, and effective sequencing of learning.

Content and Rigor in Minors

Several of Reed's majors, including History/Literature, Comparative Race and Ethnicity Studies (CRES), Literature/Theatre, American Studies, and multiple language programs, have recently introduced minors in response to student demand and as a way to make better use of faculty expertise and college resources. While students in these programs value the close-knit environment and depth of study, the number of majors has traditionally been small, making minors an appealing option for broader student engagement. To support exploration and academic recognition, departments have adapted by converting year-long sequences into semester-based courses, integrating all departments into the Group Distribution Requirement structure, and expanding electives to expose non-majors to niche areas. In contrast, other departments such as Economics and Computer Science added minors to better serve growing student interest, particularly among those pursuing interdisciplinary paths. By offering minors, these departments enable students to combine fields more flexibly and formally recognize their work in Economics or Computer Science alongside another major. In both cases, these changes promote broader participation, support intellectual diversity, strengthen enrollment

pipelines for specialized programs, and enhance overall curricular flexibility and student choice. Assessment of minors is included in the annual report for departments that offer them.

Faculty

Reed's commitment to instructional rigor is further supported by its faculty structure. Courses are taught almost exclusively by tenure-line faculty or visiting faculty hired at standard ranks and salaries to replace sabbatical leaves. Reed ranks among the top of its peers for tenure-line teaching. Furthermore, nearly half of Reed faculty hold the rank of full Professor, reflecting a deliberate advancement model that ensures faculty development and pedagogical as well as disciplinary expertise, supporting our teacher-scholar model.

Standard 1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Reed College awards its Bachelor of Arts degree based on a rigorous curriculum designed to ensure both breadth and depth of learning, with clearly articulated learning outcomes at the course, program, and institution levels. All information on college-wide graduation requirements, major-specific requirements, minor requirements, course prerequisites, and course units is published and updated annually in the [Reed College Catalog](#).

Breadth and Depth in the General Education

General education distribution requirements are organized into structured groups that ensure students engage meaningfully with diverse disciplines. General education outcomes are systematically assessed via structured rubrics, and a sample is reviewed on a rotation. While not every course fulfills all student learning outcomes for the assigned distribution group, a recent census showed that ~95% of the graduating seniors have completed courses on the Reed campus that achieve the full set of learning outcomes. The majority of the remaining 5% are using transfer credit for similar courses from other institutions. Transfer courses are approved through the Office of the Registrar (when applied to distribution requirements) or the Department (when applied to the major requirements). In addition to this continual assessment, recent scrutiny by an Ad Hoc Committee on Distribution Requirements led to reform that structured distribution groups to better support interdisciplinary breadth and student progression ([1.C.6](#)). These changes will go into effect for the 2026-27 academic year and will be assessed in three to five years.

Breadth and Depth from the Major

The Annual Departmental Report provides consistent assessment learning outcomes for the major. Sequencing within each major is carefully defined, often including required introductory courses, 200- to 300-level disciplinary depth, and advanced seminars that synthesize knowledge. Any changes to the major requirements must be approved by the CAPP as well as faculty vote. The Junior Qualifying Exam ensures that students

demonstrate mastery of core disciplinary methods before advancing to the Senior Thesis in their major. This universal, two-semester, faculty-supervised research project requires sustained, independent inquiry and synthesis of learning. This scaffolded structure ensures that students progress from foundational knowledge to advanced, original scholarship aligning with program learning outcomes for their discipline. In addition to annual assessments, all programs also undergo external review every ten years (see [1.B.1](#)), to ensure alignment with changing fields and expectations and to provide Reed with the necessary information for long-term planning and resource allocation to support student learning and achievement.

Depth and Breadth of Minors

Because the declaration of a minor is typically non-binding and often not formalized until coursework is completed, it is currently challenging to track the number of students intending to pursue a minor or to measure completion rates prospectively. However, this flexibility is intentional: the primary goal of the minor is to support student autonomy and curricular exploration, rather than to achieve a specific enrollment benchmark. Departments monitor enrollment in their courses through the Annual Department Report process, and the number of students completing minors is recorded and reviewed by CAPP. Departments also use their reports to discuss the impact of minors on curricular planning and the overall health of the program. Given that most minors have only been available for one to two cohorts, it is too early to identify meaningful trends, but we know that roughly 18% of graduating seniors have completed a minor since we began offering minors. The institution views the current level of ongoing monitoring as appropriate to support the minor's role in enhancing academic flexibility and student choice. The registrar's office tracks overall numbers, while departments assess the impact on their curriculum and report to CAPP.

Faculty

Reed College's grading practices ensure that credit and degrees reflect appropriate breadth, depth, and mastery of learning outcomes through a system that combines traditional letter grades with detailed narrative evaluations. While transcripts record letter grades to document achievement and progression, faculty provide individualized written feedback emphasizing critical analysis, synthesis, and discipline-specific competencies. These narrative evaluations guide students in articulating their learning, identifying strengths and gaps, and planning next steps, supporting intentional sequencing and depth across programs. Consistent assessment practices are further supported by faculty-approved changes that now articulate, in the faculty code, the meaning of letter grades and will also implement an annual reporting of grade distributions.

Standard 1.C.3

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Reed College clearly identifies and publishes student learning outcomes for its general education program, and majors ensuring transparency and consistency in communicating academic expectations to current and prospective students. The Reed website that hosts information about program and degree learning outcomes was recently rebuilt and [awarded the coveted Gold UCDA](#) for exceptional design and creative work providing an accessible and welcoming experience.

General Education Learning Outcomes

There are three Student Learning Outcomes (SLOs) for each of the three Distribution Groups and four SLOs for Humanities, which together make up Reed's general education program (i.e. Distribution Group Requirements). These are clearly and publicly available on the Educational Program section of the [Reed College Catalog](#). Nearly all Reed courses can be applied to one of the three Groups, with a few courses applicable to two groups, and a handful of courses outside the Distribution Requirement. Each course description in the catalog consistently indicates which Distribution Group that course can be applied to, and which SLOs will be accomplished by that course. This information makes general education expectations transparent and accessible to current and prospective students in clear, entry-level language.

Learning Outcomes for the Major

Departments and interdisciplinary committees articulate Student Learning Outcomes for their majors (see the [Academic Departments & Committees](#) section of the [Reed College Catalog](#)), providing prospective and current students with discipline-specific expectations of their pathway. The larger interdisciplinary programs also articulate SLOs for the major (e.g., [Biochemistry and Molecular Biology](#); [Film and Media Studies](#); [Neuroscience, International Affairs and Public Policy](#)). These learning outcomes are largely assessed through the Junior Qualifying Exam and Senior Thesis, and guide curriculum development.

Learning Outcomes for Individual Courses

In addition to the general education learning outcomes (described above) that apply to every course and are assessed for courses routinely used to meet the distribution group requirement, individual course syllabi articulate more nuanced learning outcomes written in the context of the learning outcomes for the major. At the course level, faculty are required by *Faculty Code VII.C* to provide syllabi that explicitly state student learning outcomes. This commitment is reinforced with the Annual Departmental Report that maps the curriculum to major requirements to ensure that completing required coursework leads students to the achievement of all major student learning outcomes. These learning outcomes assist departments in placing a new course within the curriculum for the major.

Minors

For minors, which typically require five to six units in a discipline. Reed does not require that departments articulate learning outcomes for minor programs, though they may do so. This flexibility purposely prioritizes student choice while maintaining disciplinary depth (see [1.C.2](#)).

Faculty Training

To support faculty in maintaining high standards and clarity in learning outcomes, the week-long New Faculty Orientation includes training on syllabus development and academic scheduling considerations that are specific to the Reed tempo. Furthermore, the Center for Teaching and Learning provides ongoing training in the form of workshops on designing well-formulated, student-centered learning outcomes.

Certificates or Credentials

Reed College does not offer certificates or credentials.

Standard 1.C.4

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Reed admission and graduation requirements are clearly defined, widely published annually on the Admissions website, [Reed College Catalog](#), and advising resources, which are centrally updated to support academic planning. Reed College ensures students are regularly informed of their progress toward graduation through the ATLAS degree progress tool (Degreeworks).

Admissions

The [Reed College Catalog](#), which is available via the college's website and is easily accessible to students, prospective students, parents and the general public, includes a [section dedicated to Admission](#) that contains clearly defined admission requirements and application deadlines for both first year students and transfer students (including international and homeschooled students), as well as an explanation of how AP/IB credit is handled and the availability of campus visits. The catalog is revised and updated annually.

Additionally, the [Admission & Aid section](#) of the website contains general information as well as step-by-step instructions regarding the application process and admission requirements for first-year students, transfer students, international applicants, and special circumstances as well as numerous answers to Frequently Asked Questions. This section of the website is audited annually to ensure up-to-date information. Notably, information about Financial Aid, the cost of attendance, and eligibility policy is closely tied on the [Admission and Aid section of the website](#).

Graduation

The [Reed College Catalog](#) is an annually published and public-facing resource. [The Educational Program](#) area of the Catalog, specifically the [Degree Requirements](#) section, contains clearly defined requirements for the completion of the degree. These include a minimum of 30 total units of academic work (with a minimum of 15 units in-residence), completion of the College's [group distribution requirements](#) including [Humanities 110](#), completion of [6 quarters of physical education/community engagement/experiential learning](#), and completion of a [major program](#). Major programs at Reed universally require

the completion of all major requirements, the Junior Qualifying Examination, the Senior Thesis and oral examination. Some major programs also have division requirements. The [Programs](#) area of the Catalog contains a listing of every major program at Reed. Individual program pages in the Catalog contain clearly defined requirements for completing the major, along with downloadable planners. Also, individual program websites link directly to their program pages in the Catalog for major requirements, thus redirecting students to a centralized information source.

Clearly Defined, Widely Published, and Easily Accessible

Reed College ensures that graduation requirements are clearly defined, widely published, and readily accessible to all students through its online advising tool, [ATLAS](#) (Degreeworks), maintained by the Registrar's Office. ATLAS (Degreeworks) (implemented in AY 2018-19) automatically compiles each student's completed, in-progress, and planned coursework into a degree progress evaluation that clearly delineates unit totals, distribution requirements, major specifications, and elective needs. The system enables students to monitor their progress in real-time, identify unmet requirements, and plan future semesters. It even offers "What If" simulations to allow students to consider alternative majors or concentrations. Students and advisors are guided to use ATLAS (Degreeworks) at least twice each semester to verify degree compliance and address any discrepancies immediately.

These tools make graduation requirements transparent, well-documented, and articulated in language accessible to students from the outset. The annually updated [Reed College Catalog](#) complements ATLAS by explaining requirement structures such as Group Distribution Requirements, and Student Learning Outcomes for the major. Faculty are required to include course-specific learning outcomes, aligned with major-specific learning outcomes, on syllabi, and [academic advising expectations](#) detail responsibilities for guiding students through requirement fulfillment. Together, this infrastructure supports a consistent, student-centered system in which expectations are clearly communicated, progress is easily tracked, and academic planning is both informed and proactive.

Standard 1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Reed College maintains a well-defined, faculty-driven system of assessment with clear timelines, shared rubrics, and accountability measures that ensure consistent evaluation of learning across programs. Faculty-led committees and departmental reviews systematically analyze student outcomes, guide curricular improvements, and align instructional practices with Reed's mission. ([Work Flow](#))

Planning based on Assessment of Curriculum

Reed College's assessment of general education and academic programs ([1.B.1](#)) demonstrates an effective, faculty-driven system for evaluating learning quality and

improving curricula. Faculty establish clear, mission-aligned learning outcomes at the departmental level, assessed systematically through annual reports, and set agreed-upon student learning outcomes for the general education at the Distribution Group Level. Faculty decide which learning outcomes are addressed and assessed for each of their courses and work at a department or Distribution Group level to ensure all undergraduate students meet these requirements. Results flow from faculty-led departmental assessments to the Associate Dean of the Faculty and the CAPP, creating structured channels for analysis, feedback, and reporting between departments and senior leadership. The process of Annual Department Reports, set cycle for Distribution assessment, and the decennial review of departments supports documentation of how assessment findings lead to curricular revisions, pedagogical improvements over a longer time-frame. The processes of departmental response to external evaluation, and discussion with CAPP offers clarity and shared understanding. Long-term data, such as enrollment trends and student learning outcomes, can be analyzed to refine institutional goals and strategic priorities and also provide CAPP with necessary information for resource allocation decisions. By documenting improvements, following up on implemented actions, and refining strategic goals over time, Reed maintains a rigorous, quality-assured, and continuously improving assessment system that supports student-centered learning.

In addition to its elected academic committees, faculty-led committees and cross-functional teams also use this evidence to inform recommendations that contribute meaningfully to the assessment and improvement of student learning outcomes. Committees such as the Academic Success Committee and the Off-Campus Study Programs Committee review policies, student feedback, and program-level data to inform institutional initiatives, adjustments to advising, and learning support practices. Each committee has a charge that can be refined over time, and each committee writes an annual report to provide continuity. All committee work has been moved to a centralized file structure to increase committee efficiency and data sharing.

Faculty Participation in Assessment

Faculty at Reed College are supported in assessment practice through structured training and ongoing professional development. New faculty orientation includes sessions on syllabus design and aligning course learning outcomes with program and institutional learning outcomes. Monthly advising workshops, which are open to all faculty and required of new advisors, cover topics including student assessment and integrating assessment findings into curricular planning. For specific assessment processes such as the Departmental Distribution Requirement Assessment and Annual Departmental Reports, faculty receive clear guidelines and support to develop standardized rubrics. Departmental Chairs have monthly meetings that include instruction on departmental assessment for the annual report. The Associate Dean of the Faculty provides individualized feedback on departmental reports and offers consultation to departments conducting Decennial Reviews or revising assessment practices. These efforts ensure faculty are equipped to design, implement, and evaluate assessments in ways that improve learning outcomes and align with Reed's mission.

The Reed [governance structures](#) demonstrate a robust, faculty-driven commitment to evaluating learning, informing instructional change, and maintaining high standards of academic quality, while also prioritizing faculty ownership of curriculum and assessment.

Standard 1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Aligned with its mission, Reed's institutional learning outcomes are clearly integrated and assessed across its General Education curriculum and all majors. These outcomes are regularly reviewed and monitored through faculty-led assessment processes, including systematic evaluation of distribution requirements, the Junior Qualifying Exam, and the Senior Thesis, demonstrating shared institutional commitment to fostering and verifying student competency in these core educational goals.

Institutional Learning Outcomes Derive from the Mission

Characteristics of the education, and operating principles, and relying on the required first year experience, distribution requirements, and Senior Thesis, Reed's educational program ensures that all undergraduate students demonstrate breadth and depth of knowledge (assessed through general education and advanced study in their major); think critically and independently (assessed through the Junior Qualifying Exam); communicate effectively in both written and oral forms (assessed through Senior Thesis and oral defense); conduct original research or creative work under faculty supervision (assessed through thesis); integrate interdisciplinary perspectives (assessed through Humanities 110 and reinforced across curriculum); practice ethical and responsible scholarship (assessed through thesis); engage in a scholarly community (through close faculty-student collaboration, discussion-based classes); and are prepared for responsible citizenship (emphasized in Reed's honor principle and [Residence Life learning outcomes](#)).

Assessment and Improvement of Institutional Learning Outcomes

Reed's institutional learning outcomes are foundational to its mission of fostering rigorous, student-centered education. These outcomes are integrated into the curriculum through the core requirement of **Humanities 110**, which introduces all first-year students to interdisciplinary analysis, close reading, and intensive writing. **Distribution Group Requirements** ensure disciplinary breadth across the arts and sciences, while major requirements offer depth and progressive mastery of field-specific content and methods.

Assessment of these learning outcomes is systematic, structured, and transparent. At the course level, faculty develop syllabi that articulate learning outcomes aligned with departmental goals, with regular feedback and grading practices supporting clear expectations for student achievement. The **Junior Qual**, required before thesis work, functions as a formal, discipline-specific assessment of a student's readiness to conduct

advanced independent research. It provides a crucial checkpoint to ensure students have achieved sufficient mastery of core concepts, critical thinking, and methodological skills.

The **Senior Thesis** is a distinctive part of Reed's education to ensure the attainment of learning outcomes of depth. The thesis structure and requirements guarantee that all graduates demonstrate sustained inquiry, mastery of disciplinary methods, critical analysis, and effective written and oral communication. Expectations are communicated through departmental websites, faculty-led information sessions, and student presentations.

Beyond individual programs, Reed employs college-wide assessment processes to monitor and improve general education learning outcomes. The Annual Departmental Reports require faculty to review and analyze learning outcomes data at all levels while also considering climate and diversity goals. The Decennial Department Review is similar but adds an externally informed assessment and longer time frame for reflections. CAPP and senior staff receive summaries and data reports to track changes in curriculum as well as staffing needs and resource allocation. This multi-layered system of course-, program-, and institutional-level assessment ensures that Reed's learning outcomes are not only well defined and mission-aligned but also consistently measured, evaluated, and improved. By prioritizing transparency, faculty leadership, and continuous improvement, Reed graduates students who are well-prepared for scholarly, professional, and civic engagement in a complex, evolving world.

Continuously Improving Student Learning via Distribution Requirements

The Ad Hoc Committee on Distribution Requirements, convened in 2022, exemplifies Reed's systematic approach to continuous improvement. Charged with assessing the 2019 distribution requirement changes, the committee analyzed enrollment trends, advising complexity, student course choices, and progress to degree—all with a view to sustaining the mission of liberal arts breadth and depth. Specifically the committee asked to what extent the 2019 structure upheld the college's vision of the breadth and depth, encouraged students to explore beyond their major, were simple for advising in terms of being clear, coherent, and compelling, affirmed the educational value of arts, gave prominence to mathematical thinking, allowed more flexibility in the STEM requirement, and remedied the conflation of mathematics and language present in the previous structure. Led by the Associate Dean of the Faculty, this cross-disciplinary team collected data, engaged faculty across divisions, consulted Institutional Research and the Registrar's Office, and incorporated student feedback to identify challenges. In response, it developed multiple models, culminating in faculty discussion and a ranked-choice vote. Key changes include removing the requirement for two courses in the same discipline within a group to enhance flexibility while maintaining depth through expanded minor options. The addition of a new language requirement promotes global awareness and cultural competence. These evidence-based revisions highlight Reed's commitment to faculty-driven, participatory assessment and continuous improvement of student learning. These revisions will be assessed in three to five years.

Standard 1.C.7

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Reed College maintains a robust, faculty-led system of assessment that systematically informs planning and practice to improve student learning outcomes. Reed also uses assessment systematically to improve learning support services. Recent improvements in advising, revision of the Distribution Requirements, ongoing audits of the Junior Qualifying Exam, and specific course improvements provide evidence of Reed effective implementation of improvements following assessment.

Advising Improvements

Assessment has also led to sustained improvements in academic advising practices. Following a recommendation in the 2018 NWCCU Mid-Cycle Review to enhance pre-major advising, Reed College implemented a comprehensive set of initiatives to improve pre-major advising and support student progression toward the degree. The college introduced advising workshops open to all faculty, an advising checklist for first-year meetings, and an accessible online [Advising Handbook](#). The ATLAS degree progress tool (Degreeworks) was launched, allowing students and advisers to track requirements and explore majors. Registration and scheduling systems were updated to display core requirements met by each course. The college also expanded the corps of generalist advisers to balance advising loads across faculty and better support undecided students. Advising governance was formalized through the Academic Success Committee and initiatives led by the Associate Dean of the Faculty that support training, planning, and evaluation of faculty advising. Evaluation takes the form of student satisfaction surveys and faculty reports. A two-year assessment design was put in place to capture sufficient data which will be analyzed spring of 2026. Together, these initiatives represent a coordinated, institution-wide effort to deliver clear, consistent, and student-centered advising aligned with Reed's mission and goals.

Revision of the Distribution Requirements

The systematic review after implementing new requirements in 2019 led to reform of the general education Distribution Requirements through a multi-year assessment by the Ad Hoc Committee on Distribution Requirements (see [1.B.3](#)). The data consulted included enrollment changes, faculty survey responses, student focus groups, and examination of comparator models. That assessment identified unintended enrollment imbalances and barriers to flexibility, as well as the need for improved language learning support. Based on these findings, faculty voted for revisions to be implemented in AY26-27, thus demonstrating how Reed uses systematic, inclusive assessment to inform curriculum design and better align learning requirements with institutional goals. The new requirements will be assessed in three to five years.

Ongoing Audit of the Junior Qualifying Exam

Reed's system of assessing the Junior Qualifying Exam (see [1.C.1](#)) further exemplifies the use of assessment to improve student learning. Several departments have revised their Junior Qual to better align with learning outcomes and advanced research expectations in

the discipline as well as to support student success. CAPP has noted these changes in Annual Departmental Reports prompting a charge to the Academic Success Committee to conduct an audit and make recommendations for standardization and improvements.

Continuous Improvement of Student Learning in Biology 101/102

In response to internal department assessment as well as the decennial external review which identified inconsistent learning objectives, uneven student experiences due to faculty rotation, and overcrowded lab sections as barriers to effective learning, the Biology Department initiated and documented improvements. These include shared, transparent learning objectives and grading rubrics to ensure consistency across sections, redesign to smaller lab sections with greater faculty continuity members. At the same time a Learning Assistant (LA) Program was launched in response to pilot data showing gains in belonging and academic self-efficacy among underrepresented students, the program embeds trained peer mentors in introductory courses who receive weekly preparation in inclusive, evidence-based teaching strategies. Regular assessment through surveys and feedback ensures continuous refinement of this program. These reforms were grounded in assessment findings and best practices in teaching and learning, demonstrating Reed's commitment to using evidence to improve student outcomes. The structure and management of this course is currently undergoing external evaluation to assess the changes the faculty have made.

Improvements in Student Support

Reed's Office of Academic Support (OAS) demonstrates another area where assessment directly drives continuous improvement. Annual program evaluations, student surveys, and usage data revealed needs for better tracking and more robust tutor training. In response, OAS implemented a new sign-in system for drop-in tutoring to track usage by course and support type, ensuring equitable access and identifying high-demand areas. This assessment allowed the tutoring center to deploy tutor hours and resources more effectively. Also, tutor training was overhauled following a three-part assessment process, which resulted in new neurodiversity-focused training, blended in-person and online formats, and earlier scheduling to increase tutor preparedness. Ongoing assessment will report on the impact of these changes.

Standard 1.C.8

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Reed College maintains clear, publicly-documented, and accessible policies for evaluating transfer and pre-matriculation credit to ensure academic quality and comparability. Credit evaluations are conducted in a timely, consistent manner by the Registrar in consultation with faculty, using standardized forms to provide consistent, equitable assessment. Recent policy updates streamline the processes for transferring study abroad credit while preserving departmental authority over major requirements. These changes conserve staff and faculty time while also improving transparency to students during the

planning process. These transparent, faculty-engaged review processes support effective advising, uphold curricular standards, and promote equitable student outcomes.

All of the College's transfer credit policies and procedures have now been compiled, organized, and streamlined in the [Transfer Credit](#) section of the [Reed College Catalog](#). This section serves as a comprehensive, one-stop resource that outlines Reed's general standards for transfer and the application of transfer credit toward requirements, among other important and related information. It also includes direct links to the necessary forms for completing transfer credit processes at Reed. The Transfer Credit section is located in the [Academic Policies](#) section of the Catalog, alongside other key academic policies for students.

Transfer Students

For [transfer students](#), Reed College maintains a transparent, widely published transfer admissions process, with clear instructions, deadlines, and required materials. Transfer applicants use the Common Application and submit a Reed Writing Supplement, college and high school transcripts, two recommendations (including at least one academic reference), and official deposit payment by specified deadlines. Comprehensive guidance on deadlines, required documents, credit evaluation, academic advising, and housing is accessible online. Transfer credit evaluations are conducted in a timely and consistent manner by the Registrar, in consultation with faculty, to ensure academic comparability. Results are provided in the admission packet. Transfer students are assigned faculty advisers for registration planning and can petition credit decisions as needed.

Transfer Credit

Reed College maintains clear, publicly documented policies for evaluating and awarding transfer credit, ensuring transparency, consistency, and academic quality (see the [Transfer Credit](#) section of the [Reed College Catalog](#) for details). Transfer credit is accepted only for college-level coursework from accredited institutions, excluding vocational, remedial, or experiential learning. Credit is awarded in Reed units with a minimum grade required. For first-year students, a maximum of eight units may be earned through transfer coursework and exam credit combined, and no more than 15 total units may apply toward the degree. Students complete a "Request for Transfer Credit" form requiring department chair and Registrar approval before enrolling in outside coursework, ensuring consistent faculty review of academic quality. Departments use a standardized form submission process to collect consistent course information for equitable assessment. Official credit evaluations shared with students support clear academic planning.

AP and IB Credit

Reed College maintains clear, consistent, and transparent policies for awarding credit by examination that balance academic rigor with recognition of prior achievement. In January 2023, the faculty approved a revised pre-matriculation credit policy to improve clarity and coherence while maintaining standards. This policy allows first-year students to receive up to eight units of pre-matriculation credit, including AP, IB, and other college-level coursework—aligned with peer practices and roughly one-quarter of the

Reed curriculum. Such credit cannot substitute for general education or major requirements, preserving curricular integrity. Placement exams in subjects like chemistry and languages ensure appropriate placement even when credit is awarded. These policies are published on the Registrar's website, with credit granted only upon receipt of official exam reports, ensuring equitable, consistent, and well-communicated processes.

Study Abroad Transfer Credit

The faculty recently approved a proposal from the Off-Campus Study Programs Committee (OCSC) to streamline transfer credit policies for study abroad. The revised policy aligns with comparator practices, supports growing student interest in studying abroad, reduces administrative burden, and ensures clear, consistent, and timely credit evaluation. It empowers the Registrar to apply OCSC credits toward group and division requirements in consultation with departments, while maintaining departmental authority over major and minor credit approvals, reinforcing consistent faculty oversight of academic quality.

Standard 1.C.9

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Reed's **Master of Arts in Liberal Studies (MALS)** program extends the college's mission by offering a rigorous, interdisciplinary graduate experience focused on critical thinking, writing, and speaking at a graduate level. Designed for generalists and lifelong learners, the program blends the depth of a graduate degree with the flexibility of continuing education with a focus on interdisciplinarity. It is not aimed at professional certification or career advancement and has no prerequisites beyond an undergraduate degree.

The program is a full member of the Association of Graduate Liberal Studies Programs ([AGLSP](#)), aligning with its standards for interdisciplinary, non-professional graduate education. The MALS director currently serves on the AGLSP board.

In addition to the MALS director, governance of the program is overseen by a committee of five faculty appointed by the President, which manages academic policies, course approvals, student petitions, and degree candidacies. The committee also reviews applications, thesis proposals, and participates in Gateway and Thesis oral exams.

The MALS program is integrated into Reed's broader academic assessment structures, including annual reporting and regular external review as part of the Decennial Department Review process (see [1.B.1](#)).

Graduate Admission

The Committee on Graduate Studies oversees admission decisions for the MALS program. Admission decisions are based on many integrated factors. Beyond a demonstrated

commitment to academic excellence, qualities of character—in particular motivation, intellectual curiosity, and openness to constructive criticism—are important considerations in the selection process.

The admissions process is described on the [MALS webpage](#) and in the [Faculty Code, section XII.A.1](#). The program admits all graduate students on a provisional basis; this allows more flexibility in admission decisions, given the sometimes difficult assessment of individuals who have been away from formal study for many years and whose undergraduate education may have focused in areas outside the Reed curriculum. The applicant must successfully complete two successive or concurrent Reed courses, and then undergo a candidacy review by the Committee on Graduate Studies that requires additional student essays, a course paper, and evaluations by the course professors. (See [supporting materials](#) on the candidacy process.) Given this second hurdle, the retention of MALS students is strong, particularly considering the unusual nature of the program.

The primary source of financial assistance available to MALS students is the federal Direct Loan program. In addition, the college offers a monthly tuition payment plan, and the program funds a modest internal scholarship awarded annually. The MALS program also maintains a student work position to which MALS students may apply. (Supporting materials: [Menashe app](#), [student worker app](#), and [job description](#))

Content and Rigor of the Graduate Education Program

Reed's Master of Arts in Liberal Studies (MALS) program requires students to complete eight course units and a one-unit thesis, with no grade below B- accepted. At least four courses must be at the graduate (500) level, though upper-division undergraduate courses (300-400 level) may count toward the degree when adapted with added expectations. A maximum of two units may be transferred, per Faculty Code [section XII.B.3](#).

All graduate courses are taught by Reed faculty, reviewed by the Committee on Graduate Studies to ensure disciplinary breadth and alignment with the program's interdisciplinary goals, and publicized in the [Graduate Program](#) section of the [Reed College Catalog](#). Each term includes a Liberal Studies Core (LBST) course, which is writing-intensive, interdisciplinary, and rooted in comparative analysis of primary sources across at least two fields. LBST courses in the sciences and humanities emphasize historical development, analytical approaches, and methodological limitations. Learning objectives for the [MALS program](#) and [LBST courses](#) are publicly available in the [Reed College Catalog](#).

In response to external review and internal self-study (2015 most recently), the program introduced a requirement for students to designate a [Gateway Course](#) prior to thesis work. In this course, students complete a thesis-style research paper and undergo an oral exam, supported by structured faculty mentorship. Feedback from students and instructors informs ongoing assessment.

The final thesis mirrors Reed's undergraduate model, ensuring students engage in independent research and demonstrate disciplinary mastery, critical thinking, and strong communication skills. Expectations and support are clearly articulated through advising, department websites, and public presentations.

MALS Student Support

MALS students have access to Academic Support Services, including study skills workshops, tutoring, academic coaching, and writing center support. The MALS office also provides specialized workshops on citation, research, paper presentations, and thesis preparation.

Each student is assigned a faculty advisor for academic guidance and course planning, typically drawn from faculty affiliated with the Graduate Studies Committee or MALS courses. A [MALS Advising Handbook](#) outlines expectations and resources. Students in the Gateway Course or Thesis are also paired with a dedicated project advisor to support their work.

Standard 1.D: Student Achievement

Standard 1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Overview

Reed College employs an intentional and integrated recruitment and admission strategy designed to identify and enroll students with the potential to benefit from its educational programs. The Admission Office coordinates closely with Financial Aid, Institutional Research, and campus partners to target prospective students who demonstrate strong academic preparation, intellectual curiosity, and readiness for Reed's distinctive scholarly environment. Recruitment efforts include regional and national outreach, school visits, virtual events, and campus programs designed to attract a diverse and talented applicant pool, with particular emphasis on expanding access for first-generation and historically underrepresented students. Financial Aid and Admission collaborate to ensure that cost transparency and need-based aid are integral to recruitment messaging and strategies.

Recruitment

Reed College recruits students who pursue a rigorous course of study, as detailed in the [Reed College Catalog](#) and Admission websites. Reed's student pool is more geographically diverse than any other US college. As a result, recruitment efforts include national travel, virtual content, ambassador outreach, and on-campus activities. The college utilizes multiple media outlets to identify and attract students who aspire and seek an academic experience focused on learning and outcomes.

Admissions

Admissions are selective. Reed's applications have nearly doubled since 2020, lowering admit rates (see indicator [C.1.3](#)) while maintaining steady enrollment. Our yield is similar to many private colleges (~15%, rank 27), producing a class of incoming students that shows strong academic preparation (HS standing, SAT, ACT). Reed also emphasizes access and affordability. Reed meets 100% of the demonstrated need for aid recipients. IPEDS data show Reed ranks 24th among comparators for the share of first-years with any grant, 14th for grant size, 22nd for Pell Grant percentage, and 13th for lowest average graduate debt (see indicator [C.1.1](#)), indicating targeted recruitment of lower-income students.

The admission process is designed to be holistic, transparent, and accessible. Comprehensive information on application requirements, deadlines, transfer credit, AP/IB policies, and financial aid is published in the annually updated [Reed College Catalog](#) and the Admission & Aid section of the website, which is regularly audited for accuracy. This ensures prospective students and their families can make well-informed decisions. The Admission Committee considers academic records, essays,

recommendations, and evidence of intellectual engagement to evaluate whether applicants will benefit from and contribute to Reed's academic community.

Orientation

Orientation at Reed is required for all new students, reflecting a cross-campus commitment to ensuring students understand academic requirements and resources from the outset. Orientation planning involves close collaboration among multiple units, including Student Life, the Registrar, Residence Life, Disability and Accessibility Resources, the Center for Life Beyond Reed, and Academic Support. The program introduces students to Reed's academic expectations, including the unique Humanities 110 course, distribution requirements, major planning, and advising systems. Sessions address academic integrity, wellness, campus safety, equity and inclusion, and student life, ensuring students are prepared to navigate both academic and personal aspects of college life. Feedback from students is actively solicited and used to refine orientation and advising practices. Post-orientation surveys and advising assessments have informed improvements such as extended summer advising models, enhanced registration systems, and expanded generalist advising capacity to ensure equitable access to guidance across all majors.

Registration

Pre-arrival registration implemented as a necessity of COVID in Fall 2020 led to a carefully planned pilot the following year that relied on a handful of broadly trained faculty to conduct advising over Zoom, which allowed pre-arrival registration. The heavy summer workload for involved faculty led to a proposal for professional advising that did not align with the value placed on student-faculty interactions. Hence that program has instead been replaced with a more distributed model in which all faculty participate in pre-arrival registration coaching, handling only a few students more closely aligned with their discipline. This two-step approach gives students time to reflect on their course choices, prepare questions, and engage meaningfully with their assigned academic advisor. Reed systematically monitors advising quality through regular surveys, such as the HEDS Senior Survey, and expects to see improvements over time due to this program. As a more immediate indicator of impact, the "retention-to-date report" will be tracked.

Advising

Advising is not a single event but a continuous, integrated process at Reed. Faculty advisers are trained through workshops and supported with online resources, advising checklists, and the ATLAS degree progress tool (Degreeworks) to help students navigate requirements throughout their academic journey (see 1.C.7). The Center for Life Beyond Reed and Academic Support also provide advising and coaching that complements faculty mentorship, ensuring that students receive coordinated and holistic guidance through to graduation.

This evidence-based, collaborative approach to recruitment, admission, orientation, and advising demonstrates Reed's commitment to supporting student success at every stage. It aligns with best practices for fostering equitable, inclusive, and effective learning environments.

Standard 1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Reed College is committed to establishing, analyzing, using, and transparently sharing a well-defined set of disaggregated student achievement indicators that are integrated into planning to promote equitable student success. They exemplify an institution-wide, mission-driven approach to continuous improvement in student achievement, aligned with regional and national comparators and benchmarks designed to close barriers to academic excellence.

Reed College's six-year graduation rates for students receiving financial aid (posted on the [Reed website](#)) demonstrate important strengths relative to its own student body, even as overall rates remain modestly below those of comparator institutions. Pell Grant recipients at Reed graduate at an average rate of 76%, and Stafford Loan recipients at 74%, both exceeding the rate for Reed students not receiving aid (70%), suggesting that targeted financial aid and support systems are helping lower-income students persist at rates comparable to or better than their more resourced peers. While these rates are below comparator medians (86% for both Pell and 84% for Stafford recipients, 83% for non-aid students) (see indicator [1.C.8](#)), they largely fall within the interquartile range of peer institutions. This pattern indicates that Reed's efforts are helping to mitigate equity gaps internally and highlights opportunities to further strengthen persistence and completion strategies to raise graduation rates for all undergraduate students. To better understand the driving factors and identify mitigating strategies, the Retention, Persistence, and Graduation Group (RPG) was formed in Fall 2024, drawing faculty and staff together from offices across campus (see [1.D.4](#)).

Use of Disaggregated Data for Internal and External Audiences

Reed publishes student success data on the [Institutional Research website](#) in public-facing dashboards that compile Reed data on enrollment trends, financial aid distribution, student diversity, retention and graduation rates, faculty and staff diversity, and alumni outcomes. These dashboards are designed for both high-level overviews and deeper exploration of key metrics, enabling stakeholders to identify strengths and challenges. The presentation emphasizes readability and comparability, with disaggregation by a single axis (e.g., race, gender, or socioeconomic indicator). Internally, Reed regularly consults these data along with that of the 30 identified comparator institutions (see [1.B.2](#) indicators). Limitations arise when peer data are not publicly available or not provided in disaggregated form, which constrains cross-institutional comparisons in certain areas.

Reed systematically uses disaggregated student data to support equity-minded assessment and improve student outcomes, while balancing the need for individual privacy. Internally, more detailed, intersectional disaggregated data, or disaggregated data

at the unit-level (e.g., department level) may be used. Disaggregated data are regularly used to analyze specific barriers to academic success and inform interventions. For example, disaggregated thesis grades within departments by race have prompted reflection on curricular and advising practices. Specifically in the Psychology department, after examining course performance and these weaknesses disaggregated by ethnicity, they updated the data analysis course to use better inclusive practices and additional benchmarks to support student success. Similarly, the Care Team systematically reviews intersectional disaggregated referral data (e.g., race/ethnicity and financial aid status) to analyze leave types; Disability and Accessibility Resources may longitudinally track accommodation type by demographic category to ensure adequate support. These detailed analyses can identify patterns of student need and be used to tailor outreach. Reed constituted a cross-functional team, the Equity and Evidence Collective (see [1.D.4](#)), to develop and deploy standards and processes for approaching data with an equity lens in these situations.

Use of Comparator Data

Reed annually contributes to both the Common Data Set (CDS) and the Integrated Postsecondary Education Data System (IPEDS), and accesses these sources for comparison data to national and regional peer institutions. These data are particularly valuable regarding student achievement, retention and graduation rates, informing goals and benchmarks specifically for the Retention, Persistence, and Graduation Group, and other committees on campus. Comparator institutions were selected using transparent criteria and are reviewed regularly to ensure meaningful alignment (see [1.B.2](#) above). In addition to CDS and IPEDS, Reed pulls data from other sources, or web-based research, often relying on the smaller set of 12 comparators for labor-intensive research. When working with survey data such as Higher Education Data Sharing Consortium (HEDS) surveys, National Assessment of Collegiate Campus Climates (NACCC) and NSSE modules for student survey data related to factors such as sense of belonging and social stress as they relate to in student achievement, Reed often relies on the more general comparison to all baccalaureate institutions, or all liberal arts colleges as provided by those sources.

Reed is also a member of the Liberal Arts Racial Equity Leadership Alliance (LACRELA). LACRELA, in addition to providing liberal arts college-specific data, offers educational opportunities for faculty and staff to learn about issues impacting campus climate and students' experience in the classroom that may lead to equity gaps in student achievement.

Achievement PhDs

Reed College consistently ranks among the top five nationally in NSF and IPEDS data on the baccalaureate origins of research doctorate recipients (PhD, ScD, EdD), reflecting its strong culture of scholarly preparation and achievement. Historical [overall doctoral degree productivity](#) and [discipline-specific degree productivity](#) are publicly available through Institutional Research, with comparator institution data integrated into Reed's internal assessment dashboard to support evidence-informed planning and benchmarking. These data are not available in disaggregated form.

Achievement Alumni

Institutional Research at Reed conducts and posts an [Alumni Survey](#) 5, 10, 15, and 20 years post-graduation. The survey is administered every other year by The Higher Education Data Sharing Consortium (HEDS). Reed has participated in the survey in spring 2017, 2019, 2021 and 2023. Nearly 90% of respondents (30-60% response rate) report they were satisfied or very satisfied with the undergraduate education and felt some or very strong connection to the institution across all cohorts. Reed is seen as especially effective in preparing students for graduate or professional school (mean score 3.6) and for continued learning (3.4), with less impact on preparation for life responsibilities (1.7) and personal relationships (2.3). The learning experience reported as high-impact include faculty research, independent study, internships, and study abroad. Activities like religious groups and intramurals were seen to contribute less. These data are reported in comparison to all other institutions that participate in this HEDS Alumni survey. The survey allows Reed to assess how the Reed education prepares students for life after graduation, and can be used to improve curriculum, advising, and student support services.

Standard 1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Disaggregated Data are Benchmarked Against Peers

Enrollment

Reed tracks and publicizes ethnic diversity among [incoming students](#) as well as [graduation rates](#) (see section [C.1.8](#)). Reed ranks in the middle of comparators (16) for percent of enrolled students of color and ranks fourth for percent of students with registered disabilities. These students are well supported by programs supporting students from historically marginalized or under-represented groups as well as Disability and Accessibility Resources (1.B.2 indicator [C.6.1](#)).

Graduation Rates

Reed posts its own six-year graduation rate by ethnicity on the [Institutional Research page](#). Internally, Reed uses cohort graduation rates reported in [IPEDS](#) to examine rank among our comparators. Reed's graduation rates are generally below those of our comparators, particularly for women and Asian-identifying students. The data suggest room for institutional improvement in supporting persistence and degree completion across a range of student demographics. In response to these data, the Retention, Persistence, and Graduation Group (RPG) was formed to analyze patterns, assess current mitigation strategies, and implement new strategies (see RPG initiative described in [1.D.4](#)). Overall, Reed ranks 22nd out of 31 for its total cohort graduation rate (76%). The graduation rate for men (80%) is moderately better, ranking 18th, while the rate for women (73%) is comparatively low, ranking 29th, making it one of the lowest in the

cohort. By ethnicity, Reed's graduation rate for Asian/Native Hawaiian/Pacific Islander students (60%) is significantly below its peers, ranking 30th—second to last. The rate for Black, non-Hispanic students (71%) is somewhat stronger, ranking 14th, and the Hispanic student rate (74%), though below the median, ranks 21st. White, non-Hispanic students (81%) at Reed graduate at a rate placing the college 25th among peers. For students reporting two or more races, the graduation rate is 83%, giving Reed a mid-range rank of 17th. Similarly, rates for Race/Ethnicity Unknown (69%) and Nonresident Aliens (73%) are below average, ranking 22nd and 26th, respectively.

Reed College's six-year graduation rates for students receiving financial aid (posted on the [Reed website](#)) demonstrate important strengths relative to its own student body, even as overall rates remain modestly below those of comparator institutions. Pell Grant recipients at Reed graduate at an average rate of 74%, and Stafford Loan recipients at 81%, both exceeding the rate for Reed students not receiving aid (77%), suggesting that targeted financial aid and support systems are helping lower-income students persist at rates comparable to or better than their more resourced peers. While these rates are below comparator medians (85% for both Pell and Stafford recipients, 86% for non-aid students), they largely fall within the interquartile range of peer institutions. This pattern indicates that Reed's efforts are helping to mitigate equity gaps internally and highlights opportunities to further strengthen persistence and completion strategies to raise graduation rates for all undergraduate students.

Standard 1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Reed systematically collects and analyzes disaggregated student achievement data spanning graduation rates, survey data, and internal student monitoring to identify gaps in achievement and equity. These data, and their methods of collection, are shared transparently within the institution. The evidence directly informs planning, resource allocation, and targeted interventions ranging from faculty hiring priorities, to the redesign of advising systems, through the expansion of academic support services, to improve institutional strategies that are responsive, transparent, and equity-minded.

The Office for Institutional Diversity

Using a data-informed strategy based on national survey data for Reed community relative to other institutions, as well as in-house climate survey data, the Office for Institutional Diversity has made several changes, of which we provide two examples.

They have revised the Bias Incident Reporting process and established a team to assess the impact of this program in terms of the number of reported bias incidents, response time metrics, and user satisfaction gleaned through follow-up interviews ([BERT](#)).

Based on 2022 HEDS survey data of faculty, OID enhanced professional development offerings on universal design, inclusive pedagogy, and programming on teaching and

learning post COVID which will be assessed through faculty participation rates and session attendance data, pre- and post-workshop surveys measuring confidence in implementing inclusive teaching practices, classroom observations documenting use of universal design principles, student feedback on course accessibility and inclusive learning experiences, and follow-up surveys assessing long-term implementation of learned strategies.

The Office of Student Life

The Office of Student Life at Reed College engages in systematic, data-informed assessment across its diverse programs to promote student success and well-being. Each office (e.g., Academic Support, Disability and Accessibility Resources, Residence Life, Student Engagement, Health and Counseling Center) tracks meaningful metrics, such as service usage, participation rates, and student outcomes (e.g., tutoring sessions delivered, accommodation requests met, counseling visits). These data are used to set annual goals and priorities, adapting programs in response to trends such as increased care referrals or shifting wellness demands. Student Life also integrates qualitative feedback from surveys and student interactions to refine services, strengthen equity, and ensure alignment with Reed's mission to foster an inclusive, supportive, and academically rigorous environment. While each office prepares an [annual report](#) that is used internally, the Office of Student Life produces a public-facing annual report that is also presented annually to the faculty. While this yearly public report includes aggregate data, internally the data are disaggregated and used to allocate resources and programming designed to mitigate perceived gaps in achievement and equity.

Based on Data from these Student Life Assessments:

- Academic Support has expanded tutor training to include modules on inclusivity and accessibility (details below)
- The Care Team has enhanced communication about the “care referral” process and built coordinated case management strategies for proactive intervention for students at risk (details below)
- Disability and Accessibility Resources has worked to streamline accommodations processes and increased faculty training
- Disability and Accessibility Resources established additional testing rooms
- The Health and Counseling Center has set goals to diversify the counseling staff and expand outreach to marginalized student groups
- Residence Life has improved training to include crisis response, as well as equity and inclusion
- Orientation Programs are being continually improved to support historically marginalized students.

Details of Office of Academic (OAS) Support Activity

These robust assessment processes directly inform institutional improvement by ensuring that Reed College's academic support services remain effective, equitable, and responsive to student needs. The annual OAS report not only reviews usage data but also identifies actionable goals that shape service delivery in the following year—for example, improving assessment methods for drop-in tutoring and enhancing tutor training with

neurodiversity-focused modules developed in collaboration with Disability and Accessibility Resources. Survey data from students and tutors guide refinements in program design, such as adopting blended training formats and adding early-year training sessions to strengthen tutor preparedness. Assessment of the Spring Symposium was also expanded with new learning outcomes and participant surveys, enabling OAS to document its positive impact on GPA gains and reduced academic difficulties. These evidence-informed changes help allocate resources strategically, expand support for first-year and underrepresented students, and ensure that academic support services at Reed continuously advance student achievement and institutional mission fulfillment.

Details of Care Team Activity

Reed College's Care Team uses a structured, data-informed approach to support student well-being by systematically tracking and responding to referral data and monitoring student progress every four weeks. In Fall 2024, 957 care referrals were filed for 537 unique students, demonstrating both the scale of support and a proactive commitment to identifying student needs. Academic and Mental Health Concerns were the most common referral types and increased from Fall 2023, highlighting shifting priorities, while referrals for leaves and withdrawals declined, suggesting improved early interventions. Cases are managed through transparent stages from submission to resolution, ensuring consistent triage and follow-up. Disaggregated data reflect Reed's attention to equity: of the 104 students with three or more referrals, 60% identified as students of color or international, highlighting broad use of services and the need for continued inclusive outreach. A part of this planned outreach involves early contact in conjunction with the mandatory four-week student assessment that was implemented for all courses beginning fall term 2024 (see four-week assessment below). Overall, these practices demonstrate Reed's commitment to using data to refine support systems, allocate resources effectively, and promote equitable student success.

Community Engagement

Through a wide range of programs including Science Outreach, the Cooley Gallery, Faculty Speakers Bureau, Young Scholars Program, Project Pericles, and several programs run through the Students for Education, Equity, and Direct Service (SEEDS) office, Reed promotes students and faculty engagement with local schools, organizations, and broader Portland communities. These activities integrate service-learning, academic enrichment, and civic engagement, reflecting Reed's strategic emphasis on fostering belonging, equity, and practical experience. The Community Engagement Committee supports planning, assessment, and [annual reporting](#) to college leadership, tracks progress, and informs improvements and resource allocation.

Data-Informed Initiatives at Reed

In addition to these ongoing assessments and continual improvements, special working groups are established to tackle pressing needs as they arise. They are described below. Most recently the President has appointed a group to assess graduation rates (RPG) and the Campus Climate (PCCC), while the Office for Institutional Diversity initiated cross-functional teams to develop process for handling disaggregated data (EEC) and assess the impact of the new Four-Week Comment program.

Retention, Persistence, and Graduation Group

To support institutional improvement, the Retention, Persistence, and Graduation Group (RPG), convened in Fall 2024 in response to a recent decline in graduation rates, is prioritizing two data goals: systematically tracking and supporting students, and assessing the effectiveness of current retention initiatives on campus. In addition, it is supporting the introduction of new approaches to improve retention, persistence, and graduation (see [1.C.7](#) and [1.D.1](#)). It is creating a student data dashboard and a shared glossary of terms to ensure consistency and clarity in its work. The group began by compiling a comprehensive inventory of existing student success initiatives and is developing mechanisms to evaluate their effectiveness over time. Input from Student Life has been critical, identifying social integration, mental health, and academic challenges, rather than primarily financial hardship, as key factors influencing student attrition. By grounding planning in careful data analysis and stakeholder insights, the RPG aims to implement coordinated, evidence-informed strategies that meaningfully improve student retention, persistence, and graduation outcomes at Reed College.

Presidential Council on Campus Climate

The Presidential Council on Campus Climate was constituted in Fall 2024 and charged with the two-year aspirational goal of creating a more inclusive, equitable, and supportive environment for all members of the Reed College community. The work was broken down into three focused subcommittees. The Prevention and Education Subcommittee planned, conducted and debriefed educational workshops and organized events featuring external speakers like Danielle Allen, aimed at fostering critical dialogue. The Immediate Response and Engagement Subcommittee addressed bias incidents on campus, such as anti-Black, antisemitic, and anti-vaccine graffiti and flyers. They developed strategies for community-informed messaging and discussed appropriate interventions to discourage vandalism. The Data, Policy, and Awareness Subcommittee coordinated the administration of the National Assessment of Collegiate Campus Climates (NACCC) survey to gather data on student experiences, while also exploring the intersection of Reed's Honor Principle and formal policies to better understand and communicate their role in shaping campus climate. Collectively, the Council has emphasized proactive communication, student engagement, and a community-centered approach to improving the campus environment, supporting equity, and addressing harm.

Equity and Evidence Collective

The Equity and Evidence Collective (EEC) is a cross-functional team with representation from Student Life, Admission, Institutional Research, Office for Institutional Diversity, and faculty members. It was initially convened by the Associate Dean for Institutional Diversity with the overarching goal to help groups across the college facilitate and support evidence-informed and equity-minded inquiry and actions towards student success. The cross-functional nature of the team assists in de-siloing Reed's data and brings a wide variety of perspectives to the question of student success. The EEC went through training with the [Washington Center For Improving Undergraduate Education](#) to develop an equity lens to be applied to data projects at Reed. The equity lens represents a framework, set of questions, and processes used to analyze policies, programs, or

decisions with the goal of identifying and addressing potential disparities, especially for marginalized or underserved populations. The equity lens helps ensure that actions and decisions are inclusive, fair, and do not inadvertently create or perpetuate inequities. The EEC has identified math preparedness as an initial pilot project to further develop the implementation of a Reed-specific equity lens.

Four Week Assessment - Cross-Functional Team

A cross-functional team, including faculty, Student Life, Student Support Services, and Institutional Research, was convened to evaluate and improve the newly required Four-Week Student Assessment, designed to identify and support students struggling early in the semester. Their work clarified its purpose relative to the longstanding Eight-Week Comments, refined communications to faculty and students, and developed strategies to improve its effectiveness. The team worked closely with the CARE Team (see above) and Disability and Accessibility Resources to ensure equitable referral pathways, defining when and how students are connected to tutoring, advising, or other supports. They also created handouts and sample messaging to support consistent, constructive faculty-student conversations. Feedback from faculty, staff, and students was gathered and shared with stakeholders including CAPP. The analysis of assessment data, incorporating demographics, taking interventions, and linking data to course outcomes, aims to identify patterns for improvement. In its first year, this early assessment correlated with improved semester grades, demonstrating its value as a proactive, data-informed tool to enhance student success.

Conclusion

Over the past seven years, Reed College has undertaken significant, mission-driven improvements that demonstrate our commitment to continuous assessment, thoughtful adaptation, and student success. While maintaining the core rigor and distinctive elements of our curriculum, we have systematically streamlined, expanded, and improved processes, programs, and supports to better serve our students and fulfill our mission.

In terms of assessment of the curriculum, we have seen significant improvement in engagement with the faculty-led assessment processes in the past seven years. Minor changes to streamline workflows, and faculty familiarity with the process, have led to increased compliance as well as higher quality in reporting. These improvements have enhanced transparency, accountability, and, importantly, provided a reliable source of information for the CAPP's decision-making process.

In terms of curriculum development, Reed remains steadfast in its commitment to Humanities 110, the Junior Qualifying Examination, and the Senior Thesis as defining features of our academic program. These shared experiences promote breadth, depth, interdisciplinarity, and independent inquiry. At the same time, we recognize that improvement is essential to maintaining relevance and equity. While the Junior Qualifying Exam remains a crucial milestone for assessing thesis readiness and disciplinary mastery, faculty and governance committees have acknowledged evidence that, despite its value, the Qual can present barriers for some students. In response, the Academic Success Committee is conducting a focused review of the exam's structure, use, and outcomes to improve consistency, transparency, and student preparation. Additionally, we conducted an assessment of Humanities 110 last year to consider ways to strengthen the course.

Reflecting the changing needs of student and faculty innovation, Reed has introduced additional interdisciplinary majors and expanded its offering of minors, both of which were important considerations in our recent review and revision of the Distribution Requirements.

By tracking our progress and outcomes relative to our revised set of comparator institutions, we ensure our planning and decision-making remain grounded in relevant, mission-aligned benchmarks. These analyses include disaggregated data on enrollment, achievement, retention, and graduation, helping the College identify equity gaps and allocate resources effectively.

One major initiative emerging from these efforts is the creation of the Retention, Persistence, and Graduation Group (RPG). This cross-functional committee uses disaggregated data to identify barriers to student success and coordinate targeted interventions. By integrating enrollment, achievement, and internal indicators, the RPG ensures that student success planning is evidence-informed, equity-minded, and aligned with institutional learning outcomes.

Reed also continues to prioritize campus climate and inclusion. We regularly analyze climate survey data relative to other institutions, noting that while our metrics are generally comparable, we see clear room for improvement. We are committed to addressing these opportunities through internal qualitative assessments, student and faculty feedback, and targeted programming. The Presidential Council on Campus Climate has been highly active, engaging stakeholders across campus, and coordinating initiatives to promote inclusion, belonging, and equity in academic and co-curricular life.

Reed's Center for Life Beyond Reed (CLBR) has significantly enhanced its role in supporting students' post-graduate success. CLBR systematically tracks advising contacts, student engagement rates, and post-graduation outcomes including through the First Destination Survey and alumni surveys in order to build a robust database to inform planning and advising. CLBR uses student feedback to continuously refine its services, ensuring equitable access to opportunities such as internships, fellowships, and career preparation.

Advising, support, and training have also seen substantial improvement, directly addressing recommendations from Reed's mid-cycle accreditation review. We have expanded and standardized faculty advising workshops, improved advising resources, and implemented pre-arrival registration with faculty coaches to support belonging, preparation, and appropriate progress toward degree completion.

Reed College is proud of gains in faculty and student diversity achieved over the past seven years. Yet, recognizing that recruitment alone is not enough, the College is focused on enhancing retention and support for students and faculty from historically underrepresented groups. Efforts include expanded training, inclusive pedagogy initiatives, equitable advising practices, and sustained attention to climate and belonging.

Taken together, these advances demonstrate Reed College's deep, mission-centered commitment to continuous assessment and improvement. By aligning our institutional learning outcomes with our curricular structures, investing in evidence-based planning, and fostering a culture of shared responsibility for student learning and success, we ensure that a Reed education remains both distinctive and responsive—preparing students for rigorous inquiry, independent thought, and meaningful engagement with the world.

Addenda

During its Fall 2024 Policies, Regulations, and Financial Review (PRPR), Reed was found to be compliant. However, there are some Type 1 Findings in which Reed was substantially in compliance but where improvement is needed, in particular 2020 Standard(s) 2.C.1; 2.D.2; and 2.F.1. In combination with Standard 2.D.2, we also include Standard 2.C.2 to ensure that we have fully spoken to our complaint and grievance process for students and the public. Below we respond to each of these three sets of findings.

1. For Standard 2.C.1 (the institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals), Reed was asked to update the presentation of our transfer policies to ensure they are communicated clearly and consistently to current and prospective students. All of the College's transfer credit policies and procedures have now been compiled, organized, and streamlined in the [Transfer Credit](#) section of the [Reed College Catalog](#). This section serves as a comprehensive, one-stop resource that outlines Reed's general standards for transfer and the application of transfer credit toward requirements, among other important and related information. It also includes direct links to the necessary forms for completing transfer credit processes at Reed. The Transfer Credit section is located in the [Academic Policies](#) area of the Catalog, placing it alongside other key academic policies for students.
2. For Standard 2.C.2 and 2.D.2 (processes for complaints and grievances), the finding was that "The policies and procedures for handling internal complaints are articulated on the Grievance webpage; however, these procedures are available only for Reed students and employees. There is no evidence of established policies or procedures for handling external complaints. The foundation for addressing concerns within the Reed committee is the Honor Principle, which applies to all stakeholders. The reviewers recognize that the Honor Principle is part of the educational philosophy, and that there are procedures for formal and informal mediation as well as conduct hearings in place designed to ensure internal complaints are handled fairly. There is recognition by College leadership that there may be gaps in these or other governance documents. The recent (Fall 2024) addition of Title IX policies, procedures and resources is an important addition to college standards and operations."

Reed is committed to providing clear ways for both members of the Reed community and those outside of the Reed community to submit concerns or complaints. As presented in our Year Six report, we have clear procedures available to Reed students and employees to submit a [grievance](#). Within Student Life, there is a webpage available publicly to [report an issue](#). This public reporting form then allows us to triage and get the report to the appropriate college official.

One can also see this information within specific policies; the [Hazing Policy](#) invites reports that are not limited to community members, as can be seen in the [Reporting & Resources](#) section of the policy. Within our [Title IX policy](#), individuals external to the college can also submit reports by contacting the Title IX Coordinator (title-ix@reed.edu).

In addition, we have created a [general submit feedback or concern form](#). We have added this “Submit feedback or concern” form at the bottom of all College webpages. It has a similar format to Student Life’s “report an issue” form. The form is broader so that Reed and non-Reed individuals can submit feedback or concerns about campus issues involving faculty, staff, students, facilities, and so forth. As with the Student Life form, we then triage the information received and ensure that the appropriate college official will respond. Our Public Affairs Office ensures that the information is forwarded to the correct office. Concerns about students will be sent to the relevant department.

3. In our Fall 2024 PRPR, for Standard 2.F.1 (Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination), concerns because we noted that we were in the process of developing job descriptions for some employees. Our general conditions of employment, rights and responsibilities, procedures for continuation/termination, and other human resources policies were described as clear.

The College implemented a formal [job description process in January 2023](#) as part of a broader compensation structure overhaul. This initiative was critical to supporting the new job grading methodology and aligning position evaluations with market data. Prior to this implementation, Human Resources did not centrally maintain formal job descriptions. Instead, hiring managers developed informal descriptions primarily for onboarding and training purposes. During recruitment, HR created job postings that outlined general responsibilities under a “what you’ll do” section; however, these postings did not include comprehensive lists of essential job functions. It is important to note that job postings serve as marketing tools to attract potential candidates and are not substitutes for formal job descriptions.

To support this initiative, the College purchased a job description module in July 2022 as part of its Payfactors suite of products. Human Resources subsequently partnered with supervisors and vice presidents to draft job descriptions for all staff positions, with the initial goal of completing the majority within 18 months. A formal job description is now required prior to initiating a recruitment to ensure accurate job grading. When a job description already exists, it is reviewed and updated at the start of the recruitment process.

As of 36 months into implementation, the College has established 236 unique job classifications. Of these, 92% have either been completed or are currently under review.

Published job descriptions are available to members of the campus community upon request. These documents are also used to support leave administration and workplace accommodation discussions, ensuring consistency and clarity in understanding the essential functions of each role.