

FINAL REPORT OF THE WASC VISITING TEAM
EDUCATIONAL EFFECTIVENESS REVIEW

To Harvey Mudd College

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In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

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The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and Core Commitments and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

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VISITING TEAM REPORT FOR HARVEY MUDD COLLEGE'S EDUCATIONAL EFFECTIVENESS REVIEW

SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

Harvey Mudd College (HMC), founded in 1955, is an undergraduate college with a mission to educate scientists, engineers, and mathematicians whose preparation in the humanities and social sciences enables them to assume leadership in their fields informed by a clear understanding of the impact of their work on society. Admissions criteria are highly selective (about 23% of those who apply are admitted). The College enrolls approximately 760 students, all in undergraduate programs. A low (8:1) student-faculty ratio permits teachers and students to work together closely, notably in the College's extensive experiential learning program. In addition to the program majors within disciplines, the curriculum features a common core of foundation courses from each department and a humanities and social science requirement. HMC is a member of The Claremont Colleges, a consortium of five undergraduate colleges and two graduate institutions located in Claremont, CA.

Following the installation of a new president in 2006, the College carried out a comprehensive strategic planning process and identified six areas to emphasize in support of its institutional mission. A recent curricular review led the faculty to devise a substantial revision to the common core curriculum, including the development of a new interdisciplinary writing course.

In June 1987 the Commission reaffirmed the accreditation of HMC and scheduled a fifth-year visit in the fall of 1991. The Commission cancelled the fall 1991 visit and scheduled a comprehensive visit in the fall of 1994, which was again postponed until fall 1999. The

reaffirmation visit took place November 16-19, 1999. In February 2000, the Commission reaffirmed accreditation, endorsed the visiting team's recommendations that the College should "address issues of student culture, encourage experimentation and innovation, and continue to strengthen its progress on diversity." The Commission also highlighted areas of mission and leadership, educational effectiveness, and student development and campus climate. The Commission requested a Fifth-Year Report on issues raised in the action letter and team report and scheduled a comprehensive visit in fall 2009. With the advent of the three-stage model, the Commission canceled the Fifth-Year Report and set the Capacity and Preparatory Review for fall 2009. The College submitted a revised Institutional Proposal on October 1, 2007, proposing a thematic review focused on issues of experiential learning and diversity. The Commission approved the Proposal in November 2007.

A WASC visiting team chaired by Dr. Dennis Berkey, President of Worcester Polytechnic Institute, conducted a Capacity and Preparatory Review (CPR) visit on October 6-8, 2009. The team found HMC to have a substantial core capacity; a full understanding of, and strong commitment to, the standards of accreditation; and an appropriately full appreciation of the role of program review to ensure and support institutional goals and capacity. In February 2010, the Commission acted to accept the visiting team's CPR report and to proceed with an Educational Effectiveness Review (EER) visit in spring 2011. In so doing it requested that the institution incorporate in its EER report its responses to issues raised in the Commission's Action Letter, in particular with regard to assessment, diversity, and student success.

The EER visiting team was composed of four members, all of whom had participated in the fall 2009 CPR visit. In preparation for the visit the team reviewed HMC's October 2007 Proposal, prior accreditation and Commission actions, recent reports including the HMC's July

2009 CPR Report and its December 2010 EER Report which included numerous and extensive appendices, documents, and other data. The team visited HMC on March 1-3, 2011. During the visit, the team met with many members of the College community, including administrators, faculty, staff, students, and key committees, departments, and programs.

The team would like to acknowledge the hospitality and candor of the people it met with during its visit. Special recognition is due to the President of the College, the Vice President and Dean of the Faculty, the WASC Steering Committee Chair, and, most especially, the Assistant Vice President for Institutional Research who, as Accreditation Liaison Officer, worked most closely and graciously with the team before and during the visit. In all respects, the team felt a strong spirit of collegial commitment to an inquiry process designed to advance the mission of the College through a strong commitment to educational effectiveness.

B. The Institution's Educational Effectiveness Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

In its 2007 Institutional Proposal, HMC set out two themes upon which it would focus in the review process—experiential learning and diversity. For experiential learning, the College aimed to develop a better understanding of the educational impact of its capstone experiences—clinic (mostly for engineering and computer science majors) and senior thesis (primarily for science majors)—in terms of various learning goals. In the area of diversity, the College aimed to better understand the relationships between gender and racial or ethnic identity, on the one hand, and student learning, on the other. As it developed its CPR Report, the College added a third topic to its review—assessment of student learning in its newly-revised core curriculum, specifically the impact of its new core writing course and departmental contributions to the core.

In each area, the College conducted its inquiry through the analysis of student work. The EER Report indicates actions underway or planned in each of these areas to improve learning.

HMC's EER Report is well-organized and clearly written. The various sections of the Report provide informative discussions of both the themes proposed by the institution and the matters that WASC requires institutions to address. The Report enabled the team to focus its attention on specific issues where it could provide a useful outsider's perspective or challenge the College to expand its inquiry.

By virtue of its small size, the College was able to engage almost every faculty member, and most administrators and staff members in the various activities that contributed to the Report. In addition, the College specifically provided an opportunity for key groups, as well as the entire faculty, to review and comment upon the report before its submission. (It is less clear how engaged students might have been with the self-review process.)

While the visiting team questioned the framing of some questions and the interpretations of some of the results of the inquiries made, there was no doubt about the seriousness and care that characterizes the institution's engagement with learning across its programs. HMC provides abundant evidence that it has used the review process to deepen its engagement with a range of important matters.

C. Response to Issues Raised in the Capacity and Preparatory Review

This section summarizes the recommendations of the CPR Report and the College's response to them.

Recommendation #1: *Harvey Mudd College should develop a strategic, systematic, and sustained approach to continuous improvement and the assessment of student learning that includes, among other aspects, a consistent language of assessment and an explicit alignment of the College's mission, its curriculum, and institutional and program student learning outcomes.*

In its EER Report the College details actions taken in the development of its approach to the assessment of student learning, including the creation of an assessment glossary, the development of an electronic archive of assessment materials, and the definition of the ongoing role of the Assessment Committee. The College also reports on the development of learning assessment plans in the Core and in departmental programs. Because assessment matters lie at the heart of each of the themes in the EER Report, the visiting team will address those matters in the following sections.

Recommendation #2: *Academic departments should move beyond the first steps already taken in developing their learning assessment plans, for example, making clear their data needs and who will be responsible for analysis and decision-making.*

The College reports on a set of responsive actions underway. The Assessment Committee has organized interdepartmental presentations and workshops on assessment practices. Departments have worked on mapping their offerings to learning outcomes and now submit annual assessment reports to the Dean of the Faculty. An initial assessment of the new writing course was completed in spring 2010

Recommendation #3: *The College should assess the impact of the co-curriculum on student learning.*

The Office of the Dean of Students has developed a preliminary draft of goals and outcomes and has begun a program review process. Ongoing assessment plans are in place in the Study Abroad office and the Writing Center and its affiliated Academic Excellence Program. The visiting team notes this progress in assessment and program review of administrative and academic-support programs and encourages the College to continue its momentum, in particular clarifying how assessment and program review results are shared and used to inform practice, planning, and decision making.

Recommendation #4: *The College should ensure that its capstone experiences make students systematically aware of the impact of engineering and science on societal issues.*

Most of the departments of the College have begun to review their capstone experiences to determine how this recommendation can best be implemented. We comment further on the section specific to this recommendation.

Recommendation #5: *The institution should give full consideration to potential leveraging of endowment through a prudent increase in debt levels.*

The leadership of the college has engaged this issue as has the Board of Trustees. The visiting team notes with satisfaction the recent decision of the Board to approve the construction of a new Teaching and Learning Center using relatively modest debt financing while maintaining its prudent historical commitment to relatively low amounts of debt.

Recommendation #6: *The College should develop a more effective governance structure and decision-making processes for information technology.*

The College's chief information officer (CIO) has undertaken several measures to improve governance, planning, and decision making for information technology, including the development of an assessment approach for Computing and Information Services and the proposal of an IT governance model. The CIO has also begun a series of regular reports to the College community about IT issues. The visiting team notes the College's progress in this area and encourages the College to continue refining its approach to IT governance and decision making.

Recommendation #7: *The College should address the lack of redundancy in critical functions in order to better serve students; the College should also seek optimal use of consortium operations to better serve students.*

The College has added appropriate elements of redundancy in areas of student services, including student accounts, housing, and dining services. The College has taken a leading role in

improving consortium operations, focusing immediately on library planning. The visiting team notes this progress and encourages the College to continue its attention to these matters.

Recommendation #8: *HMC should comprehensively analyze, articulate, promote and assess the benefits of a diverse learning community.*

The College details a series of actions in the area of curriculum, advising, admission, and co-curricular programming aimed at enhancing diversity. The team notes these efforts and continues to encourage the College to consider more broadly the advantages of a diverse learning community for promoting HMC's educational goals. We comment further on this in the section on diversity.

Recommendation #9: *The College should continue to develop innovative approaches for attracting and retaining under-represented minority students, faculty, staff, administrators, and trustees.*

The College reports a number of actions aimed at attracting and retaining under-represented minority students and faculty members, including assessment of performance in core and major courses, the establishment of mentoring programs and course-based enrichment workshops, the clarification of faculty hiring guidelines, and the creation of the President's African American Advisory Circle, the first of a planned cluster of thematic advisory circles.

The visiting team affirms the College's continued commitment to developing a diverse learning community, which will be essential to meeting the College's mission and achieving its educational goals and learning objectives. The team also encourages the College to move forward in its strategic commitment to "unsurpassed excellence and diversity at all levels," (President's Strategic Plan) including staff, administrative leadership, and the governing board.

Recommendation #10: *Harvey Mudd College should continue to examine issues about faculty and student workload to promote balance in personal and professional life.*

The College has participated in a Mellon Foundation grant to address issues of professional and personal development for faculty, including the issue of balanced and sustainable faculty lives. A series of faculty meetings has focused on work-life balance, leading to continued attention by the Faculty Executive Committee. The College has also continued with implementation of the new core curriculum with the goal of providing greater flexibility and a more manageable workload for first-year students.

The team affirms the attention the College has given this issue and encourages the College to continue its efforts.

SECTION II – EVALUATION OF EDUCATIONAL EFFECTIVENESS UNDER THE STANDARDS

A. Evaluation of the Institution’s Educational Effectiveness Inquiry

Theme 1: Experiential Learning

The first goal the College pursued in its educational effectiveness inquiry was to evaluate the educational benefits of the College’s capstone experience. At HMC, a student’s capstone experience is either a senior research thesis or a clinic project. The visiting team reviewed rubrics used to evaluate theses and clinic reports and examined reports summarizing the capstone assessments conducted by the Chemistry, Biology, and Computer Science departments. The visiting team also met with faculty from those and other departments. The departments’ analyses of rubric assessment of capstone projects revealed both strengths and weakness in student learning relative to departmental goals and objectives; the departments involved in the project reported having made various adjustments at the course level to address areas of weakness. Overall, the College concluded that the capstone experience provides an effective opportunity for students to demonstrate their mastery of many learning objectives. However, the College also

concluded that the senior theses and clinic projects did not reveal a significant engagement by students with the question of the societal impact of their work.

In response to the visiting team's recommendations about assessment made in its CPR Report, HMC has made significant progress in developing a systematic approach to assessing the capstone experience, which is the focus of experiential learning at HMC. The College's EER Report indicates that the Chemistry, Biology, and Computer Science departments have developed and applied comprehensive rubrics to guide the assessment of student performance in their capstone experiences. The ABET report from Engineering indicates that a similar rubric was used to assess student performance in the engineering clinics. The files available to us did not provide information about how the Physics and Mathematics departments will assess their students' capstone experiences.

An effective capstone program requires: 1) formulating capstone learning outcomes that incorporate a major fraction of the learning outcomes of the underlying educational program, 2) developing rubrics or other instruments to assess student performance relative to these learning outcomes, 3) assessing student performance using the rubrics to produce valid and reliable results, and 4) using the results to make corresponding modifications to the program curriculum or pedagogical approaches to assist students in achieving program outcomes. It is also necessary for students to understand and appreciate the goals and objectives of the capstone experience. Thus, the capstone experience, when designed and implemented effectively, will result in continuous improvement of the educational program.

The four departments featured in HMC's EER Report--Chemistry, Biology, Computer Science, and Engineering--have formulated learning outcomes in their capstones, and have assessed student performance relative to these outcomes. However, except for Engineering, the

results from assessment appear not to have been used formally to improve program curricula, although this might have occurred informally. This is understandable given that ABET professional accreditation requirements in place since 2000 direct the Engineering department to maintain a systematic approach to assessment of student learning. Other departments are in a much earlier stage in the development of their approaches to learning assessment. Conversations with engineering faculty indicate that assessment results guided the modification of the lectures on team dynamics and project management, topics that are associated with the capstone experience. The results also motivated the inclusion of lectures on making measurements in the field. However, this feedback of assessment results to the formulation of program curriculum has not been documented. The visiting team encourages HMC to formalize the process of using results from assessment to make modifications to the program curricula necessary to assist students in achieving program learning outcomes.

The mission of HMC is to educate students in the STEM fields who are “well versed” in the humanities and the social sciences so that “they assume leadership in their fields with a clear understanding of the impact of their work on society.” External evaluators who reviewed the capstone projects gave the lowest rankings to students’ understanding and appreciation of the broader impact of their work on society, suggesting that students do not fully appreciate the relation of this aspect of HMC’s mission to their capstone experience. In particular, discussions with faculty members from various departments reveal the inherent limitations of the senior thesis as a vehicle for developing an appreciation of the social impact of students’ research. Recognizing this shortcoming, the College is taking steps to ensure that students become aware of the impact of their capstone projects on societal issues. (CFRs 1.2, 2.3, 2.4, 2.5, 2.6) The visiting team encourages HMC to take a broad view of the meaning of *capstone experience*,

which might be understood to involve more than just the clinic or research experience. This could mean, for example, imagining a fourth-year component to the common core that addresses the obligations of those with a privileged social position, the imperatives of ethical behavior, and the potential of inspired leadership. This would be one approach to promoting the institutional mission of serving society by addressing the complex problems of the world creatively, passionately, and humanely; flourishing in a multi-cultural community and a global environment; and leading examined and meaningful lives.

The visiting team commends the College on its intentional and well-designed approach to understanding the benefits of senior thesis and clinic projects. The team also applauds the College's commitment to providing experiential learning opportunities of exceptional quality as an integral part of students' education. The team appreciates the reflections of the departments involved in this inquiry on the strengths and weaknesses of their students' work and the departments' determination to make curricular adjustments to address these opportunities.

The visiting team makes the following recommendation regarding experiential learning and capstone experiences:

Recommendation: HMC should further examine the place of capstone experiences, including but not limited to experiential learning courses, to ensure that aspects of the College's mission, educational goals, and learning objectives relating to social responsibility, global engagement, and leadership are effectively integrated into the College's approach to educational effectiveness and student learning in both the academic and co-curricular areas. This might involve developing a component of the core curriculum that explores the obligations of those with a privileged social position, the imperatives of ethical behavior, and the potential of inspired leadership. (CFRs 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 2.11, 4.1, 4.6, 4.7, 4.8)

Theme 2: Diversity at the College

In this section of its EER report, HMC analyzed the observed differences in performance across gender, race, and ethnicity in various courses. A study that focused on the course Physics 24

suggested that performance may best be explained by differences in preparation and not by gender, ethnicity, or race as such. The College believes that work on this project has prompted a richer understanding of the importance of diversity in achieving its mission. While acknowledging that it still has much to do to achieve its diversity goals, the College reports progress in the recruitment and retention of students and faculty from traditionally underrepresented groups, the development of student enrichment workshops to better prepare students for success in targeted courses, and planning for an expanded summer program for students who may have relatively weaker preparation for college. In considering this aspect of HMC's report, the team examined the referenced studies. The team also interviewed personnel from the Office of Institutional Diversity, female students and faculty, faculty and students of color, and LGBT students and faculty. The team received a presentation of the plans for a Summer Institute to enhance the preparation of admitted students who may have gaps in their math and science backgrounds. Discussions between the team chair and the College president during their exit interview provided additional rich insight into the College's plan to improve and leverage diversity.

The visiting team's 2009 CPR Report offered four recommendations that related to the diversity theme. The College's EER Report (Essay II—Diversity), supplemented by information provided during the team visit, indicates how HMC has responded to those recommendations. In addition, the section of the EER Report on student success provides more evidence of the College's approach to diversity issues. The visiting team finds clear evidence from both the College's EER Report and the learning from the team's visit that the HMC leadership has approached the CPR recommendations on diversity seriously. Their specific actions are highlighted below.

The team applauds HMC for its impressive strides in areas of diversity within the student body and the faculty. The percentage of female students has increased markedly, growing to over 40% of the student body in fall 2010. The team notes especially the College's success in attracting women faculty, especially underrepresented minority (URM) women. Overall, women make up 38% of the faculty. All four faculty hires made in 2010-2011 were of women. Of the four African American faculty members hired in the past four years, two (2) are women. We note increases in the number of women students in the class of 2014, the retention and hiring of women faculty generally, and the hiring of a number of African American women faculty, including an appointment made in the Biology Department for AY 2012. These efforts respond to recommendations from the CPR Report. (CFRs 1.5, 2.2)

The College is to be commended for its outreach to and embrace of its transgendered students. College leaders report having more transgendered restrooms than any of the Claremont schools/colleges; this provides some evidence of HMC's attentiveness to and embrace of the entirety of its diverse population. The students interviewed by the team affirmed that the climate for transgendered students has improved over the past four years and especially under new leadership and staff in the Dean of Students area. During that same interview session, Hispanic students reported positive interaction with staff in Office of Institutional Diversity (OID) and that they have good friendships with non-Hispanic students. These are indications of an improving climate for underrepresented students. These efforts address the retention of underrepresented minority students and are responsive to recommendations from the CPR Report.

During the EER visit, the DOS provided the team with a recently concluded study of the student affairs unit. This study reviewed the past twenty years of WASC recommendations and HMC's responses, and examined the work of the entire unit. This review also addressed the CPR

recommendation to “assess the impact of the co-curriculum on student learning.” Not only does the review provide evidence of a new emphasis on the impact of the DOS area on student learning, it also highlights a number of ways to strengthen the influence and impact the area can have on the curricular and co-curricular¹ aspects of the student experience. Most impressive is that the results of the study and actions of the leadership and staff were highlighted throughout the EER Report and visit interviews. There is clear evidence of a much closer relationship between the areas overseen by the Dean of the Faculty (DOF) and those under the direction of the DOS. The president, the DOF, and the DOS spoke about an evolving partnership between these two areas and emphasized the importance of this new level of collaboration and integrated effort on student success . (CFRs 2.11, 4.6)

The team is encouraged by the president’s plan to assemble a high-profile group of national African American leaders who will encourage highly capable, URM high school students to consider enrollment at HMC. In addition, the College has significantly revised its ongoing Summer Institute (SI) for URM students offered through OID, which addresses transition issues, some specific to HMC and others of a more general nature, that URM students often face due to lack of access to AP and IB courses in their high schools. Revisions to the SI were informed by data gathered from former HMC URM graduates and directly influenced the inclusion of academic aspects of the transition experience and strengthened the student development component. In addition, during its interviews the team heard about programs, both new and old, that have already been implemented for URM middle and high school students as outreach efforts to the local community to bolster student preparation in STEM fields. Greater linkages are being implemented and new ones being explored to connect HMC’s 20-year-old

¹ The DOS suggests the use of the term metacurriculum instead of co-curriculum citing Michael C. Murphy’s definition of the term as “Leveraging the college experience for lifelong success” (January 1, 2004). Available from ProQuest and <http://repository.upenn.edu/dissertation?AA13124698>.

Upward Bound Program with its other local outreach efforts. The team perceives all these efforts as very encouraging.

The College should be commended for responding to the CPR Report's recommendations on diversity by undertaking two systematic inquiries: 1) the evaluation of characteristics of entering students to identify the predictors of success, with special emphasis on underrepresented minority (URM) student success; and 2) a study of the core curriculum that disaggregated data based on race/ethnicity, socioeconomic status and gender. These two inquiries exemplify the College's maturing intentionality in conducting assessments, in disaggregating the data to better understand the experience of URM students, and in using the results for organizational learning, especially curriculum development and advising. (CFRs 2.13, 4.3)

Taken together, these advances have moved HMC closer to addressing the four recommendations of the previous visiting team's CPR Report. However, it is clear to the team and recognized by the HMC leadership that more remains to be done in order to reach their aspirations of "unsurpassed excellence and diversity at every level."

Particularly because some of these efforts are either in the planning stages or recently implemented, the team recommends that HMC quicken the pace of its efforts, as realistically as is possible, to recruit and retain URM students and to explore ways to provide both "windows and mirrors" for the campus community to advance its learning in all of these areas.

The team's recommendation flows from the following observations and the data reported in the Student Success area. The improved climate for transgendered and Hispanic students was tempered by other comments. The transgendered students expressed dismay over having responsibility (rather than it being an institutional responsibility) of polling potential roommates

to secure their living arrangements. Hispanic women students reported incidences of insensitive remarks and assumptions about their background from peers as well as faculty.

These reports—students talking about what are perceived to be institutional responsibilities and thoughtless remarks—may be dismissed as students being overly sensitive in comparison to more egregious acts of intolerance and discrimination. It was not clear what HMC is doing to assist the larger student body in addressing these experiences of their peers specifically and developing student intercultural competence generally. When assumptions about underrepresented populations go unexamined within a community of learners, the overall campus climate can cause the attrition of underrepresented as well as majority populations who arrive at HMC with high levels of intercultural competence. Inattentiveness to this could counter aspirations of increased recruitment and retention of URM students.

Women faculty reported bias in their treatment, stress from having to “do more” than their male peers to achieve similar outcomes, for example in tenure and promotion, and continuing concern over the College’s male-dominated culture. For example, the Core Curriculum Director is the only woman on the current Department Chairs Committee, which plays a pivotal role in many areas of shared governance, including promotion and tenure review and program review recommendations. To be sure, HMC leaders are making efforts to adjust policies that create inequities and to open opportunities for women to advance into leadership roles. Women faculty expressed hope in addressing their concerns through upcoming faculty retirements (which should create openings for women in leadership positions) and the recruitment of additional female faculty. Their concerns are noted here to underscore the team’s recommendation and to encourage serious exploration and discussion of considerations proposed below.

Opportunities are abundant for creative faculty and administrative leadership in pursuing diversity goals. For example, the College’s EER Report indicates that HMC has put in place a new postdoctoral program in the Mathematics department. The community might ask itself: “How might this new postdoctoral program link to our goals for diversity?” The answer may lead the community to use it to build on its success in recruiting women and URM faculty through this effort.

The notion of education institutions having a responsibility to provide both “windows and mirrors” in a learning community refers to comment made by the now deceased director of the Vanderbilt University’s Black Cultural Center. He noted that all learners need to have mirrors (people who look, think, and have experiences similar as them) so that community members can see images of themselves and hear their perspectives reflected in the environment. But he also noted that people need windows (people who look, think and have different experiences than they) so community members can engage and understand perspectives different from their own. Together these windows and mirrors provide *everyone* a broader view of their own and others’ world. This enriched learning environment is for the *entire* learning community—the students, faculty, staff, alumni, and Trustees—and is achieved through the rich diversity of the people in it. This is what the team was suggesting when it recommended in its CPR Report that the HMC strive to gain a deeper understanding of the benefits of diverse learning community.

HMC might consider engaging the campus community in discussion about individual and group differences and how those differences strengthen the learning environment. Indeed, the EER Report suggests that such a conversation has been developing. The College might also examine the curriculum, the co-curriculum, and its various opportunities for faculty for professional and academic leadership development to identify additional opportunities for

students and faculty to enhance their intercultural competence. The College might also work to develop and examine strategies to make HMC a fully welcoming place for members from broadly diverse backgrounds. This interaction and understanding of people different from oneself is an essential component of developing intercultural competence and being prepared for success in an increasingly diverse, global society. The team provided the community with two publications² that may be useful to these efforts.

Overall, the visiting team is gratified by HMC's commitment to its diversity goals and its seriousness in pursuing those goals. The notable, even enviable, progress in many areas is noted above. The team applauds the plans expressed by President Klawe to develop advocates for HMC within the leadership of the larger African American community, and is hopeful about various programs intended to support the academic success of all students, including women and underrepresented minority students. The team is concerned, however, that describing the College's approach to building a more diverse student body as "going deeper into the applicant pool" may reinforce the belief that achieving its diversity goals would require a dilution of academic standards. Mindful of the College's successes and hopeful for its plans, the visiting team makes the following recommendation regarding diversity.

Recommendation: HMC should place a very high priority, to the point of urgency, on increasing the enrollment of students from underrepresented populations, especially Hispanics and African Americans. Progress on this goal will require an expansion of the pool of qualified applicants from these underrepresented populations which will, in turn, require developing an explicit plan that builds upon and integrates both the initiatives currently underway and those yet in the planning stage. HMC should also be appropriately intentional in its ongoing review and development of the curriculum and the co-curricular program to realize as fully as possible the advantages of a diverse learning community in developing for all students the intercultural skills needed for success in an increasingly diverse, global society. (CFRs 1.1, 1.5, 2.3, 2.11, 2.13, 3.2)

² *Making a Real Difference with Diversity* and *More Reasons for Hope*. These are both AAC&U publications. The team suggests that Harvey Mudd College use another AAC&U publication *Diversifying the Faculty* to assist their efforts in this regard.

Theme 3: Assessment: The New Core Curriculum and Departmental Learning Goals

The third thematic focus of HMC's EER Report was assessment, specifically the assessment of student learning and other goals in the newly implemented revised core curriculum and the first experiences of department-level assessment based on goals and student learning objectives that the departments have recently adopted. In its 2007 Institutional Proposal the College rather modestly suggested that "[o]ver the course of this accreditation cycle we expect to improve our means of directly assessing student learning and communicate those means with the faculty." As the College moved through the reaffirmation process it developed more ambitious goals for assessment, moving beyond simply communicating with the faculty to engaging the faculty in meaningful evaluation of student learning at both the core/institutional and departmental levels. In investigating this theme the College has sought progress overall in its approach to the assessment of student learning. In so doing, the College has demonstrated its responsiveness to the challenge in visiting team's CPR Report, which was that HMC should continue developing "a strategic, systematic, and sustained" approach to the assessment of student learning, including well-articulated learning assessment plans at the department level.

In its EER Report, HMC discussed three aspects of its developing approach to assessment: the overall assessment of the revised core curriculum, a pilot study to assess the effectiveness of a new writing course within the revised core curriculum, and the 2009-2010 experience of the seven academic departments in assessing student learning according to their department goals and learning objectives.

The visiting team received and reviewed much useful information from the institution, including statements of goals and objectives, copies of syllabi from core and major courses, rubrics used to evaluate student work, and reports from the assessment projects under

examination. During its visit, the team interviewed key institutional leaders with assessment responsibility, including the Assistant Vice President for Institutional Research (AVPIR), the Dean of the Faculty, the Associate Dean of Academic Affairs, and the recently appointed Core Curriculum Director (CCD). The team also interviewed faculty, staff, and administrative members from the Assessment Committee and the Teaching and Learning Committee; faculty from the Core Curriculum program, the Engineering and Biology departments; and faculty involved in capstone experiences in the Computer Science, Chemistry, Biology, and Engineering departments.

Regarding the assessment of the core, the faculty has identified student preparation for success in the major as the central objective to be assessed in the near term. The College describes this effort as a work in progress, with measures, criteria for evaluation (what level of student preparation is “good enough?”), and feedback processes yet to be defined. The visiting team encourages HMC to continue to articulate and implement its approach to assessing success-in-major effects. The team also hopes that as the College becomes assured that the new core curriculum provides adequate preparation for success in the major, it will keep in mind its important objective for the core curriculum of better enabling students to employ interdisciplinary thinking. (CFRs 2.3, 2.4, 2.6)

In other ways, assessment of the core curriculum is more advanced. With an eye on assessing whether the revision of the core meets the College’s goals of providing students various benefits of increased course electivity, especially during the first year, the College has identified items from the National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP) that will provide useful information about whether greater course electivity promotes greater student satisfaction and better enables students “to

accommodate academic, social, and emotional needs.” The CCD is also collecting data regarding the number of students participating in language study during the first two years, as this was believed to have been a student interest that would be enabled by the increased degree of electivity. Fall 2010 enrollments in language courses were encouraging. (CFR 4.5)

The College’s assessment of the new writing course developed as a key aspect of the core curriculum revision. The faculty has identified writing proficiency as critical preparation for work in the majors, and the replacement of the old Humanities 1 (writing-intensive) course with the new writing course is central to the plan to provide students more electivity in their first year course selections. To assess the effectiveness of the new writing course, the faculty identified a set of measurable learning outcomes about writing, critical reading, and peer reviewing, and developed rubrics to assess student mastery of those outcomes. Four external evaluators used the rubrics to evaluate a range of assignments aligned with the studied outcomes. These direct measures were supplemented with several indirect measures, including faculty and student evaluations of the course and a participant-observer report on the course prepared by a student.

Assessment of the writing pilot indicated that students taking the course achieve a level of writing mastery comparable to that of students who took its predecessor course. The assessment also provided faculty members with an apparently rich set of insights about course design and pedagogy (CFR 4.4). These in turn have informed the Writing Course Committee in its ongoing responsibility to adapt the course, prepare faculty to participate in teaching the course, and connect the lessons learned from assessing this course with other courses in the core and in the major programs. The visiting team applauds the thoughtful and intentional approach the College has taken in assessing the new writing course and hopes that this approach, including its effective feedback loop, will provide a model for other assessments of student learning.

The third aspect of learning assessment that HMC examined for the institution's EER Report was 2009-2010 departmental assessments of student learning outcomes. By spring 2010 all seven academic departments had developed statements of departmental goals, both for all Mudd students and for students majoring in each respective department (CFR 2.4). Thus, 2009-2010 marked the beginning of a practice of departments conducting annual assessment studies and presenting annual assessment reports. In 2009-2010, each department examined one or more of the student learning outcomes associated with a particular department goal. Several of the departments elected to carry out their assessments by focusing on a course in the core program. For the most part, departments emphasized direct measures of student learning.

Department program learning outcomes vary in their degree of development, ranging from works in progress to verging on highly developed. The statements of goals and objectives are well-organized, appropriate for highly rigorous undergraduate programs, and generally well-aligned with institutional goals and objectives. Most departments seem still to be in the process of developing explicit criteria for assessing levels of mastery for the various outcomes. Only a few departments have developed maps showing how specific courses align with either departmental goals and objectives or institutional/core goals and objectives, and few make explicit the level of mastery to be developed in each course. Chemistry and Engineering have well-articulated multi-year plans identifying when and how each goal/objective will be assessed. Other departments seem to be developing their plans from year to year.

Outcomes are listed in almost all syllabi that the team examined (CFRs 2.3, 2.4), although statements of goals and outcomes do not yet appear prominently in the catalog. While goals and outcomes are available on the College website, they are not always easily accessible. College-level goals and objectives can be found through the Dean of Faculty page, but require as

many as seven clicks to be found from the College homepage. Department sites do not have a consistent design. Some departments (Chemistry, HSA, and Physics) make it quite easy to find their goals and objectives. Others require a series of clicks to find the goals and objectives. The College may wish to consider a more consistent approach to publicizing goals and objectives. (CFRs 2.3, 4.8)

The visiting team found extensive evidence of impressive progress in developing an effective approach to the assessment of student learning. The quality of discussion among faculty members about the importance of assessment for continuous improvement, as well as accountability, shows engagement with and appreciation of a strategic, systematic, and sustained approach to educational effectiveness. Moreover, it is important to recognize that a culture of informal assessment has long existed at HMC; now the College is beginning to reap the benefits of a more formal and systematic approach. The visiting team encourages the College to continue the progress it has made in assessing student learning for ongoing improvement.

The team was also gratified to see the progress in the Office of the Dean of Students in developing goals and learning objectives (CFR 4.6). The team commends the College for embracing a notion of whole student learning that sees student life and academic affairs working together more closely to advance the goals and educational objectives of the College. In that regard it will be important for practices of assessment and program review to be applied to the co-curricular aspects of the HMC experience in a manner that is just as strategic, systematic, and sustainable as will be the case in the academic areas.

The team believes that as HMC continues to advance its approach to educational effectiveness to highly developed levels institution-wide, it will set an important standard among highly selective, high quality colleges for other institutions to emulate.

Recommendation: HMC should continue the development of its strategic, systematic, and sustainable approach to continuous improvement via the fruitful assessment of learning in all components of its academic programs—at the course, program, and institutional levels—as well as in the co-curricular programs. As the College continues to develop its approach to continuous improvement and learning assessment it is likely that additional staff and financial resources will be needed, and, if so, these should be provided. The College must ensure that staff and financial support are adequate to achieve and sustain a highly developed approach to continuous improvement and learning assessment. (CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 3.1, 3.4, 4.4, 4.5, 4.6, 4.7, 4.8)

B. The Institution’s Systems for Enhancing Educational Effectiveness and Student Learning

Many of the team’s observations and assessments of the College’s efforts in enhancing educational effectiveness and student learning have been described previously under Theme 3: New Core Curriculum and Developmental Learning Goals. Here the team emphasizes the following points.

The visiting team is most impressed with HMC’s systems for quality control and its institutional supports for enhancing educational effectiveness and improving student learning. During the site visit faculty members provided consistent evidence of an appreciation for the importance of systematic assessment in promoting student learning. (CFRs 2.4, 4.6)

Faculty members were generally quick to credit the work of the Assistant Vice President for Institutional Research (AVPIR), who in just over three years at HMC has helped faculty members see how assessment work flows organically from their commitment to high quality teaching and learning and thus is intrinsically rewarding. Agreeing that a culture of assessment had taken hold, one professor noted, “I think Mudd’s created that culture from the top.” On the other hand, a relatively new member of the president’s cabinet reflected on how impressive it has been for the faculty of an institution of Mudd’s caliber to embrace that culture, saying “This is not normal.” The visiting team agrees and commends the entire institution for its palpable

progress. Passionate commitment to the quality of teaching and learning is inscribed in the DNA of the College. (CFRs 4.4, 4.5, 4.6) Formalizing what many faculty members described to the visiting team as a tradition of “hallway conversation” about assessment holds significant promise for faculty and students alike.

Quality assurance measures for the College’s efforts to maintain and enhance educational effectiveness are clearly developing. As has been mentioned, all academic departments have articulated goals and student learning objectives. The Dean of Students office is also working to finalize a statement of goals and learning objectives. The visiting team found that faculty members took the core and departmental learning objectives quite seriously. For example, faculty in the Biology Department reported that they are considering whether they originally stated too many learning objectives to provide an effective foundation for a sustainable multi-year assessment plan. That department may now consider how to consolidate their objectives. Most departments have clarified their procedures for conducting annual assessment studies, analyzing data from the studies, considering the studies’ implications, and adjusting curricula or pedagogy as a result. While only a few departments have clear multi-year assessment plans in place, the visiting team expects that as departments begin to cycle through the College’s program review process they will be encouraged to fill in some of the blanks in their approaches, including developing curriculum maps, setting more explicit expectations for different levels of student mastery, and defining external benchmarks for student performance. (CFRs 2.3, 2.4, 2.5, 2.7, 2.11, 4.4, 4.6, 4.7, 4.8)

As was discussed previously concerning Theme 3, the core curriculum also shows evidence of a more fully developed approach to quality assurance. Assessment of the new

writing course shows clear attention to setting appropriate standards for student learning and intentionally assessing how well the new writing course enables students to meet those standards.

As the visiting team made clear in its recommendation above, it is important that quality assurance practices are also highly developed in the student affairs area (and, for that matter, in any administrative areas that may impact student learning). The team was impressed with the enhanced administrative connections between student life and academic affairs. The team was also encouraged to hear about initiatives from the student life area, such as a heightened commitment and more intentional approach to service learning. As this work proceeds, the College must give the same attention to quality assurance in student life and other areas that it has provided for the academic programs. (CFRs 2.11, 2.7)

Institutional support for effectiveness plans has been important for the impressive developments over the past few years. This report has referred repeatedly to the key role of the AVPIR in working with faculty in developing and implementing approaches to quality assurance. The College has supplemented the efforts of the AVPIR with a part-time graduate student assistant in the Office of Institutional Research. The Dean of the Faculty's office has been generous in supporting assessment projects as well as faculty development opportunities related to assessment. The faculty Assessment Committee has played an important role in coordinating and promoting assessment activities, including hosting lunches and other events for faculty to share best practices, maintaining a repository of assessment-related articles, and providing training on course mapping. Going forward, the Assessment Committee will assume responsibility for promoting accreditation related activities pointing toward the College's next reaffirmation review. (CFRs 4.5, 4.6)

Faculty members with whom the visiting team spoke did not express much concern about the impact of enhanced assessment activities on faculty workload. Most believed that they received adequate support from the AVPIR, the Dean of the Faculty, and others. In addition to the intrinsic rewards referred to above, faculty members have also begun to see extrinsic rewards for doing assessment work, including credit in faculty evaluations and opportunities for external funding. Finally, the small size and tight-knit nature of the College and its faculty are clear advantages. Several faculty spoke about the many opportunities they have for informal exchanges about educational effectiveness.

The visiting team does, however, have some concern about the sustainability of the College's approach to educational effectiveness. As the College continues to develop its programs in this area, including the regular cycle of program review, demands on the AVPIR are likely to increase. The team thinks it likely that the College will need to provide additional staffing for educational effectiveness activities both to support the AVPIR's role and also to keep the burden of assessment work manageable for departments that are not able to support their assessment activities fully themselves. Some of the progress that the College has made in recent years has been externally supported, for example by a significant grant from the Mellon Foundation. In its budget planning the College should make appropriate allocations to ensure the sustainability of its approach to educational effectiveness.

Mindful of the great strides that Harvey Mudd College has made in its approach to educational effectiveness and encouraged by the promise that this approach will be sustainable over the next decade, the visiting team reiterates the recommendation it made above:

Recommendation: HMC should continue to develop its strategic, systematic, and sustainable approach to continuous improvement and learning assessment at the course, program, and College levels, including the both the academic and co-curricular programs. In so doing the College must ensure that staff and financial

support are sufficient to enable HMC to achieve and sustain a “highly developed” state of continuous improvement in the assessment and achievement of learning, and of program review . (CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 3.1, 3.4, 4.4, 4.5, 4.6, 4.7, 4.8)

C. Student Success

The team found that HMC addressed issues related to student success quite thoughtfully. The examination of students’ entering characteristics was used effectively, not only to better predict the elements of success, but also to improve processes to support and increase success. Results of these analyses included revisions of the advising system and a Summer Institute, improved student orientation, and increased monitoring of student support services. These are all indications of attentiveness to student success with regard to inputs; the analysis of outputs is still developing, and will be subjected to further careful analysis. (CFRs 2.7, 2.11, 4.4, 4.5)

The data regarding overall first year retention show high levels of success averaging 92% or greater than for the 2002- 2009 cohorts. These rates are comparable to those of the 40 peer institutions in one of HMC’s comparison groups. While Appendix V-D provides graduation data disaggregated by race/ethnicity, international and unknown status for the 2002-2006 cohorts, it does not provide overall graduation rates. The absence of these overall graduation rates makes it difficult to get an overall sense of how the HMC data compares to those of the 15 peer institutions in another of its comparison groups. (The College appears to use a group of liberal arts colleges for comparison of graduation rates and a mix of polytechnic institutions for comparison of retention data. It might add clarity to these comparisons if the College were to use a single comparison group.)

Graduation rates for white students are generally comparable with those of most of HMC’s peer institutions, falling in the high 80% to low 90% range. Hispanic, Native American

and African American students make up such a small proportion of the cohorts reviewed that it is difficult to comment on student success for these populations. For the 2002 and 2003 cohorts, HMC outpaced some of its peers with similar size Hispanic populations. However, the 2004 and 2005 cohorts show significant declines relative to peers for this same population. HMC has an extremely small population of African American and Native American students, with the smallest number of African Americans of any of the peer institutions listed for graduation comparisons. These factors make it very difficult to assess student success for these populations. As mentioned above, the College has undertaken a study of underrepresented minority (URM) alumni to assess the experience of URM students, and has made program improvements as a result (CFR 4.3). However, until HMC recruits a greater number of URM students, meaningful assessment of success for these populations will be difficult to accomplish, in either internal or external reviews. This observation also supports the team's recommendation regarding HMC's diversity theme. Given the extremely small size of the URM student population, the team suggests that qualitative indicators be used to document their success, perhaps using the qualitative data collected from URM alumni as a baseline to assess progress.

HMC seems to have achieved excellent results in: a.) redesigning programs, understanding that there are differences in outcomes among various student populations (and why); b.) taking seriously the need to establish a strong culture of evidence regarding the assessment of student learning and program review; and c.) examining and restructuring programs to support URM student success. For example, they learned that the highly structured first-year curriculum was an impediment to the success of many students and moved to offer flexible alternatives for all students. Additionally, there seems to be good engagement by the faculty in the process of examining student success (CFR 4.6). However, it is not clear how self-

critical faculty have been about their own teaching methods (as opposed to curriculum design or course content) as a factor in student success (CFR 4.7).

Outlined in the team's response to the Diversity Theme is the exciting development of a very strong connection between the operations of the Dean of the Faculty (DOF) and the Dean of Students (DOS). HMC might consider leveraging this partnership to strengthen and connect the experiential learning theme with its mission to develop leaders "... with a clear understanding of the impact of their work on society." Additionally when academic affairs and student affairs professionals work as partners to help students achieve learning outcomes, it also increases opportunities for the entire community to realize the benefits of a diverse learning environment (CFR 4.1). The team also observes that attending to the multiple needs of the whole student has been the traditional role of student affairs; and that mutually respectful partnering with academic affairs can lead to improvements in student success as suggested by the research literature.

D. Program Review

The regular, rigorous review of academic programs is a developing process at HMC. While not yet fully mature, it is evolving in ways that are adding value to the enterprise and reflecting the WASC expectations (CFR 1.2).

Since the College's last WASC reaffirmation in 2000, five of the seven academic departments have completed comprehensive program reviews. While these reviews have been of varying types, they produced well documented outcomes leading to course and program revision, improved understanding of student learning, and implications for planning and budgeting. (CFRs 4.4, 4.5) The College provided ample documentation of these reviews, both in the EER Report and its appendices, and in the materials made available for examination during the site visit.

Members of the site visiting team, especially the chair, spent extensive amounts of time examining these materials.

In 2008 WASC issued its rubric for the structuring and evaluation of program reviews, and HMC was pleased to note the alignment of preceding efforts with that rubric. In particular, the Engineering Department had by that time developed a comprehensive approach to program assessment and evaluation as part of the ABET 2000 standards developed by its external accrediting body. The work to compare HMC's progress in program review with the 2008 Program Review Rubric was documented extensively in Appendix IV to the EER Report. (CFRs 4.1, 4.3)

Also in 2008, the HMC faculty adopted its own Academic Review Standards, with careful attention to the alignment with WASC's 2008 Rubric on Program Review, ensuring good alignment between these two instruments. These developments thus set the stage for ongoing program review processes consistent with WASC standards. A schedule of reviews was developed that provided for extensive review of the new Core Curriculum during the three-year period 2009-12, and for the regular implementation of departmental and program reviews at the rate of one or two per year thereafter.

It is impressive how extensively several of the departments had developed internal guidelines for program review prior to the development of these more formal requirements. The Biology Department, for example, had created an internal rubric specifying learning outcomes that runs to four full pages in length; the review processes documented in the Engineering Department's self-study for its 2008-09 review by ABET align remarkably well with current expectations. (CFRs 2.3, 2.4, 2.7)

An important structural aid to the program review process has been the creation of the position of Assistant Vice President for Institutional Research (AVPIR). The current AVPIR is an enthusiast for the College's assessment and program review mission, promoting excellent planning, communication, and support across the campus. The AVPIR also ensures the development and delivery of feedback from the evaluative processes to the planning and budgeting function. In addition, the Dean of Faculty is provided with a line item in the annual operating budget for funding the needs and results of assessment activities, including program reviews. The President of the College is clearly committed to ensuring that appropriate staffing and funding are provided to ensure the continuing development and success of these functions and programs. (CFRs 4.1, 4.2, 4.3, 4.5, 4.6, 4.7)

Examples of results of departmental program reviews to date, other than the very extensive review of the Engineering Department conducted by the ABET, include the following, resulting from the development of comprehensive internal self-studies, internal review committees, and in some cases external review committees (CFRs 2.7, 3.2, 4.1, 4.4, 4.7):

- The Mathematics Department adjusted the way credits various components of faculty workload, especially student advising. It developed a postdoctoral fellowship program focused on teaching and learning, funded both internally by the College administration and externally by the National Science Foundation. There is a strong departmental commitment, and evidence of success, in promoting diversity among both the faculty and students. The external review was conducted by scholars from four peer institutions: UC San Diego, Williams, St. Olaf, and Rice.
- The Physics Department was reviewed in 2004 by both an internal faculty committee and an external visiting committee comprising members from Williams, Swarthmore, and

Cal. Tech. The departmental self-study was rich with data on student success, including the results of surveys of alumni, graduating seniors (employment information), GRE test scores, etc. Recommendations from the review resulted in substantial changes to the physics core course among other changes.

- The Humanities, Social Science, and the Arts Department (HSA) was reviewed in 2005 resulting in the deletion of the Humanities 2 course from the curriculum; the departmental distribution requirements; a sharpening of concentration guidelines and requirements; the creation of the position of HSA Advising Coordinator; and a commitment to a more explicit emphasis on writing in all HSA courses. The external review was conducted by a visiting team chaired by David Axeen of Occidental College.
- The Computer Science Department experienced both internal and external reviews in 2006, the latter conducted by three scholars from peer institutions. Direct results from the reviews included revisions to several courses, a closer alliance with the Department of Biology, and expanded opportunities for students to engage in research.

In addition to these departmental reviews, the more recent revisions to the Core have been substantial and carefully developed as a result of careful and extensive reviews. The current academic year is the first full implementation. The decision to focus curriculum review on the Core stemmed from the report of a “Strategic Vision Curriculum Committee” (SVCC) which was appointed in 2007 to examine in the curriculum the flexibility (i.e., degree of student choice), composition of the core component, interdisciplinary opportunities, and relationship with co-curricular activities. The SVCC decided to focus on the core curriculum. By way of benchmarking it compared HMC’s core to those of sixteen other institutions; engaged as

consultants two prominent HMC alumni who hold academic appointments at MIT and Cal Tech, respectively; and surveyed current students on their views about the degree of “electivity” in the current curriculum and, in particular, their interests in having more time to study foreign languages among academic interests. The results of this work included the adoption of several significant changes to the Core, including an increased degree of electivity; a shortening of the Core from four to three semesters; the addition of a biology course in the first year; a reduction in the number of laboratory components with the addition of an interdisciplinary “Choice Lab; the awarding of academic credit for physical education and colloquia; and the addition of a “writing across the curriculum” course. (CFRs 4.1, 4.2, 4.3)

As noted earlier in this report, the assessment of pilot components of the new Core, especially the writing course, has been extensive and rigorous. With the new Core now launched, efforts at assessment and program review will now revert to the full range of academic offerings, with the present ongoing review of the Core concluding in the 2011-12 academic year and the regular review of departmental programs resuming in 2012-13.

All told, the work of the HMC faculty and staff on program review and curriculum development since the last WASC review has been diligent, thoughtful, extensive, and effective. Careful attention has been paid to WASC guidelines, rubrics, and standards. Feedback has been used to guide resource allocations as well as course and curricular improvements. The WASC standards and expectations on assessment of the quality of student learning have been well understood, respected, and embraced. HMC “gets it” and, as stated in their EER Report, is “well on [its] way in moving along the rubric’s scale from ‘Initial’ to ‘Highly Developed’.”

SECTION III. FINDINGS AND RECOMMENDATIONS FROM THE CAPACITY AND PREPARATORY REVIEW AND THE EDUCATIONAL EFFECTIVENESS REVIEW

The visiting team affirms and applauds the approach that HMC has taken to its review for the reaffirmation of its regional accreditation. The work has been serious and systematic throughout the three-phase process. The College has consistently demonstrated its intention to work collegially and productively with WASC staff, the visiting teams, and the Commission. Most impressive to the visiting team has been the clear sense that the engagement of the College with the review process became stronger and more mature over the long course of the review. In the end, the visiting team is certain that the College has learned a great deal about itself, especially in the areas of experiential learning, diversity, and assessment of student learning. The administrative leadership of the College, the faculty, the staff, and the Board of Trustees all were responsive to recommendations made as a result of the CPR Review, and the visiting team is confident that HMC will embrace and benefit from the Commission's recommendations still to come. The team believes that all of this provides strong testimony to HMC's commitment to institutional capacity and educational effectiveness of the highest order.

In particular, the visiting team commends HMC for the following accomplishments relevant to the Educational Effectiveness Review:

- The College did outstanding work moving from the CPR to the EER. The EER Report was clearly written and coherently organized, allowing the visiting team to come to a clear sense of matters to explore before and during the team visit. The College also was forthcoming in responding to the many recommendations the team made during the CPR phase of the review.
- The College has provided ample evidence that it understands the role of assessment in the life of a learning institution. It has also demonstrated that it understands the importance of an approach to educational effectiveness that is sustainable over the long-term. HMC has been wise in building on an already existing cultural commitment to excellence in education through a deep concern for student learning, formalizing what has been ongoing concern for curricular and pedagogical effectiveness.

- Developments within the Dean of Students' office and the enhanced connections between that office and the Dean of Faculty's office are a most encouraging, and offer great promise for the education of the whole person.
- Strong leadership, especially from the College President and the Dean of the Faculty, has continued to have salutary effects. They understand the importance of effectively empowering faculty and staff to pursue the mission and goals of the College, and they are committing resources where needed.
- HMC students overall continue to demonstrate high rates of success in terms of persistence and graduation.

By almost any standard, HMC is among the most highly regarded colleges in the United States. Its graduates are sought after by leading graduate programs and major employers, and they prove exceptionally successful in their careers. College faculty enjoy very favorable reputations in their disciplines and professions. The College itself regularly finds itself near or at the top of various national rankings. However, HMC is not resting on its laurels and is clearly committed to striving for the highest possible levels of excellence. In that light, the visiting team offers the following recommendations, together with our best wishes for HMC's continuing success.

Recommendation 1: HMC should further examine the place of capstone experiences, including but not limited to experiential learning courses, to ensure that aspects of the College's mission, educational goals, and learning objectives relating to social responsibility, global engagement, and leadership are effectively integrated into the College's approach to educational effectiveness and student learning in both the academic and co-curricular areas. This might involve developing a component of the core curriculum that explores the obligations of those with a privileged social position, the imperatives of ethical behavior, and the potential of inspired leadership. (CFRs 1.1, 1.5, 2.3, 2.4, 2.5, 2.6, 2.11, 4.1, 4.6, 4.7, 4.8)

Recommendation 2: HMC should place a very high priority, to the point of urgency, on increasing the enrollment of students from underrepresented populations, especially Latinos and African Americans. Progress on this goal will require an expansion of the pool of qualified applicants from these underrepresented populations which will, in turn, require developing an explicit plan that builds upon and integrates both the initiatives currently underway and those yet in the planning stage. HMC should also be appropriately intentional in its ongoing review and development of the curriculum and the co-curricular program

to realize as fully as possible the advantages of a diverse learning community in developing for all students the intercultural skills needed for success in an increasingly diverse, global society. (CFRs 1.1, 1.5, 2.3, 2.11, 2.13, 3.2)

Recommendation 3: HMC should continue to develop its strategic, systematic, and sustainable approach to continuous improvement and learning assessment at the course, program, and College levels, including the both the academic and co-curricular programs. In so doing the College must ensure that staff and financial support are sufficient to enable HMC to achieve and sustain a “highly developed” state of continuous improvement in the assessment and achievement of learning, and of program review. (CFRs 1.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.11, 3.1, 3.4, 4.4, 4.5, 4.6, 4.7, 4.8)