

May 13, 2016

Dr. Maria Klawe  
President  
Harvey Mudd College  
301 Platt Boulevard  
Claremont, CA 91711-5990

Dear President Klawe,

At its meeting by conference call on May 11, 2016, a panel of the Interim Report Committee (IRC) convened to consider the Interim Report submitted by Harvey Mudd College on March 1, 2016. The panel reviewed the Interim Report and supporting materials, the Commission letter of July 5, 2011, and the Educational Effectiveness Review team report dated March 1-3, 2011.

The panel appreciated the opportunity to discuss the report with Jeff Groves (Professor of Literature and Vice President and Dean of the Faculty); Jon Jacobsen (Professor of Mathematics and Vice President for Student Affairs and Dean of Students); Lisa Sullivan (Professor of Economic History and Chair of the Faculty); Karl Haushalter (Associate Professor of Chemistry and Biology and Associate Dean of Research and Experiential Learning); Darryl Young (Professor of Mathematics and Associate Dean for Institutional Diversity); Erika Dyson (Assistant Professor of Religious Studies); and Laura Palucki Blake (Director of Institutional Research and Effectiveness and ALO). The conversation was very informative and helped the panelists better understand the progress the institution has made in addressing the areas cited in the Commission letter.

The panel was very impressed with Harvey Mudd's Interim Report: it was well written, well organized, thoughtful, and comprehensive. The panel praised Harvey Mudd for the considerable improvements that have taken place since the Educational Effectiveness Review in 2011: the expansion of the living-learning community in the residence halls to include staff members with expertise in diversity, community engagement, and student life; the creation of space for a cross-cultural "living room" in the Office of Institutional Diversity (OID) that can host pop-up events and serve as an informal gathering area for underrepresented students; the thorough assessment of the Core and the thoughtful analysis of the sequencing of the mathematics requirements; the carefully planned programs that orient and mentor new faculty; and the strengthening of Harvey Mudd's commitment to helping students understand the impact of science on society.

The July 5, 2011 Commission letter identified several areas that required attention and further development by Harvey Mudd College:

1. Continue progress in implementing the college's commitment to gender and ethnic diversity

2. Improve educational effectiveness efforts including assessing the co-curricular aspects of the college; ensuring the sustainability of assessment, program review, and quality assurance; making student learning outcomes more easily accessible; and making public data on student success
3. Strengthen capstone projects including broadening the definition of a capstone project and clarifying the learning outcomes students are expected to demonstrate

The Interim Report Committee noted significant progress in each of these areas.

- a. **Diversity.** The considerable work that Harvey Mudd has put into improving diversity is paying off. From recruiting, to admissions, to support for underrepresented students once they arrive on campus, Harvey Mudd has been successful in increasing the diversity of its student body. The fall 2015 class was the most diverse yet and the trend continues for those students who have indicated their intention to enroll in fall 2016. The panel especially praised FAST, WISTEM, the Summer Institute, the activities and projects of the Office of Institutional Diversity, and the hard work of faculty and staff to increase student diversity. While it takes longer to diversify the faculty, the panel commended the gains since 2011, with notable increases in women and underrepresented faculty members. Of special note is the role of the two diversity associate deans in the hiring process. (CFRs 1.2, 2.11, 2.13)
- b. **Educational effectiveness.** Harvey Mudd has made student learning outcomes and graduation rates easily accessible on its website. The college has a well-designed assessment webpage with links to departmental learning outcomes. In terms of quality assurance for student affairs programs, all areas have established specific student learning outcomes. The assessment of these outcomes, however, is a work in progress. The college has plans to develop Key Performance Indicators for each student affairs office. The panel encourages Harvey Mudd to continue its efforts to strengthen the assessment of academic support and student services. The panel commends the college for reviewing the Core and identifying ways to make improvements. The panel understands that changes to the Core will take some time, given its complexity. (CFRs 1.2, 2.3, 2.4, 2.11, 4.3)
- c. **Capstone projects.** The Office of Community Engagement coordinates various service learning, internship, and volunteer programs for students who wish to get involved with the community. This effort is separate from capstone courses, which provide students with either a clinic experience or a senior thesis project. The college has no immediate plans to modify the definition of a capstone course. While some capstone courses have a specific focus on the impact of science in society, other capstones have different aims. The college has no immediate plans to identify a common set of learning outcomes across the different capstone projects. Rather, individual departments will continue to have the discretion to design and set appropriate student learning outcomes for their own capstones. Having removed the Integrative Experience requirement aimed at helping students connect their scientific and technical learning with societal problems, Harvey Mudd is in conversations about

various ways to engage students to meet this institutional learning outcome found in some, but not all, of the capstone offerings. (CFRs 4.3, 4.4)

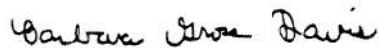
After discussion of the progress that has been made by Harvey Mudd in addressing areas cited by the Commission, the panel acted to:

1. Receive the Interim Report.
2. Require no further interaction with WSCUC until the time of Harvey Mudd College's Mid-Cycle Review (spring 2016) and comprehensive review (Offsite Review scheduled for fall 2020; Accreditation Visit scheduled for spring 2021).
3. Recommend that Harvey Mudd College continue its good work in improving diversity, strengthening educational effectiveness, and enhancing capstone experiences.

The panel, again, reaffirms the hard work and important steps that Harvey Mudd College has taken to address the issues that were the focus of the Commission letter. The Interim Report Committee looks forward to the institution's continued success.

Please contact me if you have questions about this letter.

Sincerely,



Barbara Gross Davis, Ph.D.  
Vice President

cc: Laura Palucki Blake, ALO  
Members of the Interim Report Committee