

REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation

To Harvey Mudd College

October 12 – 15, 2021

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Accreditation History

Founded in 1955, Harvey Mudd College (HMC) is an undergraduate college with a long-standing and distinctive mission to “...educate engineers, scientists, and mathematicians well versed in all of these areas and in the humanities and the social sciences so that they may assume leadership in their fields with a clear understanding of the impact of their work on society.” In fall 2021, HMC offered 10 undergraduate majors in science, technology, engineering, and mathematics (STEM) fields, as well as options to design an individual program of studies or to declare a major at another Claremont College, to 905 undergraduate students from 44 states and 24 countries. With 101 tenured/tenure track faculty in 2020, HMC’s student to faculty ratio was 8:1, a number typical for HMC over the last decade.

Consistent with its mission, HMC offers a distinctive blend of STEM and humanities, social sciences, and the arts education, a commitment that is reflected in the structure of the curriculum. The curriculum, which is taken by all students, is divided into three components: the Core Curriculum (Core), the major, and the program in humanities, social sciences, and arts. To earn the degree, students must complete either a research experience or a clinic project as a culminating experience.

HMC is a member of the Claremont Colleges, a consortium of five undergraduate and two graduate serving institutions with campuses located in Claremont, California. Through the Claremont Colleges Services, member institutions have access to a set of shared services, including library, information technology, campus safety, health services, and financial and administrative services. The consortium also provides undergraduate students with access to over 2000 courses a year and, for the last several years, all HMC graduates have taken at least one course at another Claremont college. The consortium also facilitates faculty interactions among institutions including through shared resources like the consortium’s Center for

Teaching and Learning. Each institutional member of the consortium maintains its own campus, students, faculties, and unique missions. HMC does not have any off-campus locations or distance education programs. It also does not offer and distance education or hybrid courses.

First accredited in 1959, HMC's accreditation was reaffirmed for a 10-year period in 2011. In 2016, the college provided an Interim Report to WSCUC to address the following three issues: 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, and 3) strengthen capstone projects including broadening the definition of a capstone project. Per the Interim Report Committee, substantial progress had been made on all three items and the report was accepted by WSCUC with no further action required. For this reaffirmation review, and with the WSCUC Commission's approval, HMC undertook the Thematic Pathway for Reaffirmation of Accreditation (TPR).

B. Description of Team's Review Process

In keeping with the TPR, the team's contribution to HCM's review consisted of preparatory work for the Accreditation Visit, the Accreditation Visit itself, and the development of the team report. The Accreditation Visit, which started the morning of October 12 and concluded Friday, October 15, with the exit meeting with institutional stakeholders, was conducted remotely due to the COVID-19 pandemic.

Over the three and one-half days of the visit, the team conducted structured, video-conferenced meetings with select campus constituents, including faculty, staff, students, administrative leadership, and representatives of the Board of Trustees. Meetings were structured to gather information and insights bearing directly on HMC's compliance with the WSCUC Standards and to better understand the work undertaken in support of the themes. Team members also had access to stakeholder comments submitted via the confidential email account. Preparation for the visit involved the development of a preliminary draft of the team's report based solely on written materials provided by HMC, including additional documents

requested from the institution, without final conclusions or judgments. The Accreditation Visit concluded with the exit meeting in which the team communicated its commendations and recommendations.

The team prepared carefully and systematically for the Accreditation Visit. In preparation for a two-hour pre-visit team meeting, team members reviewed HMC's institutional report and associated materials, with each member summarizing their observations in WSCUC- provided worksheet. The team then discussed the completed worksheets as a group, identifying institutional strengths and areas for further inquiry as a basis for conversation with HMC stakeholders during the accreditation review. To further focus the review, the team developed questions to guide each site visit meeting with stakeholders.

To ensure all aspects of the institutional report—and related review requirements—were considered, pairs of team members assumed specific responsibility for specific components of the review, leading the team's analysis and summarizing the group's conclusions in draft sections of the team's report. To put their own responsibilities in context, all team members read HMC's institutional report in its entirety. Team members also read and edited the final team report. As such, this report represents the team's collective understanding and evaluation of HMC.

C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

HMC's Thematic Pathway to Reaffirmation of Accreditation Institutional Report, titled *Healthy Excellence, Putting Success in Perspective*, consisted of the four components required of a TPR review: Introduction, Compliance with the Standards, Institutional Specific Themes, and Conclusion. In keeping with the thematic focus on the review, the majority of the report's written narrative addressed the institution's summary and analysis of its progress with its three themes or projects as they are referred to in HMC's report: Faculty, Student and Staff Workload, the Redesign and Assessment of the Core Curriculum, and the Co-Curricular Program. To demonstrate its compliance with the WSCUC Standards, HMC completed the *Compliance with WSCUC Standards and Federal Requirements Worksheet*.

HMC's report, which was thorough, well-organized, and clearly presented, provided a candid and deeply data-informed examination of the critical issues confronting the college and the steps, both already undertaken and planned, to address these issues. For each section of the report, the appendices and hyperlinked resources provided the team with appropriate information to better understand the basis of the HMC's analysis and findings. For each theme, key findings were presented with subsequent subsections providing additional explanatory details with supporting evidence. As presented in the report, and further informed by the visit, the self-study process led HMC to a greater understanding of its effectiveness and the work it needs and wants to undertake to improve its efficacy as a college providing a STEM-focused liberal arts degree whose graduates understand the impact of their work on society.

The institutional report was developed under the guidance of the WSCUC Steering Committee, an eight-person committee evenly composed of faculty and administrative leadership. Drafting of the report's components was led by members of the Steering Committee, who invited other Steering Committee members and institutional representatives to participate in the work of crafting the institution's response. In spring 2021, the Steering Committee finalized a draft report that was reviewed by administrative and faculty leadership, including the president. Feedback from these groups informed the development of a second draft, which was shared with the campus community in summer 2021 and then finalized. The Board of Trustees, which was kept apprised of HMC's progress on the self-study via regular updates to both the full board and its Academic Affairs Committee, reviewed the final report prior to submission. As the team confirmed during the visit, great care was taken to involve relevant campus constituents in the document's development, leading to both breadth and depth of engagement.

In sum, the team found the institutional report to accurately portray the condition of HMC as understood by its stakeholders and as confirmed through discussions during the accreditation visit. It is clear that HMC took the accreditation review process very seriously, using it as an opportunity to further the college's

progress on topics of considerable value and meaning to the institution. The candid nature of HMC's inquiry leaves no doubt that the college is committed to honest and open communication with the Commission.

(CFR 1.8)

SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS

A. Component 1: Response to Previous Commission Actions

As outlined previously, in its July 2011 action letter reaffirming HCM's accreditation for a period of ten years, the WSCUC Commission identified the following three areas for further attention and development: 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, and 3) strengthen capstone projects including broadening the definition of a capstone project. These three areas formed the basis for an interim report submitted in March 2016, which was accepted by the Interim Report Committee (IRC) with no further action required before HMC's review for reaffirmation. The panel also recommended that HMC "continue its good work in improving diversity, strengthening educational effectiveness, and enhancing capstone experiences." In the following paragraphs, HMC's progress in these three areas since the 2016 interim report is described.

Continued Commitment to Gender and Ethnic Diversity (CFRs 1.1, 1.4, 2.10, 3.1)

Since its Interim Report, HMC has sustained its commitment to increasing the diversity of students. As of fall 2020, 20% of HMC's student body identify as Latinx or Hispanic, a number that has increased from 13% in 2015, the time of HMC's interim report, and which itself was 7% points higher than in 2011 (6%). The percentage of Black or African American students has also increased to 4% of the student body, relative to 2% in 2015 and 1% in 2011, and the percentage of students identifying as two or more races stands at 10% as of 2020, a 9% point increase relative to 2011 (1%) and a 2% decrease relative to 2015 (12%). Over these same periods, the percentage of Asian students has grown to 23% from 20% in 2015, while the percentage

of students identifying as American Indian, Alaska Native, Native Hawaiian, or Pacific Islander has remained constant at less than 1%. As of fall 2020, 28% of the student body identify as white, 10% points lower than in 2015 (38%) and 30% points lower than in 2011 (58%). Finally, as of 2020, half (49.8%) of the student body is women (46% of the first-year class), 12% are first generation college students, and 13% are Pell Grant recipients. The team commends HMC for its continued and impressive progress in this regard.

HMC has also made good progress diversifying the faculty, recognizing that this is a longer-term process. As of fall 2020 there were 113 faculty at HMC, of which 101 were full-time tenured and tenure-track. Among the full-time tenured/tenure-track faculty, 37% identified as women and 26% as Asian, Black, Latinx, American Indian/Alaska Native, Native Hawaiian, Pacific Islander, or two or more races. In fall 2020, HMC also employed 395 staff members, 55% of which identified women and 40% as Asian, Black, Latinx, American Indian/Alaska Native, Native Hawaiian, Pacific Islander, or two or more races.

Since 2015 HMC has also undertaken a number of efforts to further advance its commitment to diversity in keeping with the third theme of its Strategic Vision, “Unsurpassed excellence and diversity at all levels.”

These efforts, which are distributed across the college, reflect a broadly shared and sincere commitment by faculty, staff, and administrative leadership to issues of diversity, equity, and inclusion. Initiatives focused on the student experience and equitable outcomes are being implemented within departments and courses, in the Division of Students Affairs, at the institutional level, and in collaboration with members of the Claremont Consortium. As a sign of the breadth of the work and the need to better coordinate these efforts, in fall 2021, the college established a Justice, Equity, Diversity, and Inclusion (JEDI) committee.

Students also are aware of the campus’s commitment in this regard and are sensitive to the need to continue the campus’s transformation to a diverse, equitable, and inclusive college.

While the work done and progress made is substantial and laudable, the team also found that the college is in need of core infrastructure necessary to systematically facilitate the college’s continued evolution

toward a more equitable, just, and inclusive future. These findings and associated recommendations are articulated further below.

In conclusion, the team commends HMC's genuine commitment to issues of diversity, equity, and inclusion as reflected in the progress made diversifying the student body and the broad set of initiatives undertaken in both academic and student affairs to advance equity, diversity, and inclusion principles. The team anticipates that the recommendations laid out elsewhere in this report will enable the college to further formalize and strengthen its commitment to this crucial endeavor.

Educational Effectiveness (CFRs 1.2, 2.3, 2.4, 2.6, 2.7, 4.1-4.4)

Since 2016, HMC has made good progress on the two areas the Commission identified for continued development in its 2011 letter: the need to give the same attention to quality assurance in student life and other areas as has been provided to academic programs and the need to sustain its work in educational effectiveness and continuous improvement in light of increasing demands and expansion of assessment efforts.

In 2015-16, the Division of Student Affairs (DSA) undertook an external review of the division. Results of this review informed an expansion of the division from four to approximately 20 employees. It also spurred the work the division has undertaken, and reported on as part of this accreditation review, to articulate and demonstrate its contributions to the HMC mission and to strengthen its connections with academic affairs and the faculty. Of particular note is the division's new mission statement that identifies Division of Student Affairs' role as 'co-educators' in service to the HMC mission and the division's objective of helping students make the connection between their academic and co-curricular experiences in a deep and meaningful way.

To systematically interrogate and refine DSA contributions to student learning and success, each DSA unit has established learning outcomes that are aligned to the division's four foci in support of its mission –

experiential learning, inclusive communities, leadership development, and well-being and holistic development – and is engaged in an annual assessment process that parallels that in academic affairs. To strengthen collaboration in support of student learning and success, the interim vice president for student affairs (VPSA) has joined the Assessment and Accreditation Committee, an academic affairs committee that is composed largely of faculty and facilitates academic assessment activities at the college. DSA assessment reports are also being provided to the Assessment and Accreditation Committee. Looking forward, the DSA expects that annual assessment will form the foundation for future unit-level, as opposed to division-level programs reviews, a direction the team heartily endorses.

As the team confirmed during the visit, HMC has sustained and deepened its commitment to educational effectiveness and continuous improvement since its Interim Report. Conversations during the visit made clear that assessment is not an add on but rather is part of how the campus is implementing change.

Departments are shaping their assessment projects to address priorities in support of healthy excellence, equity, inclusion, and diversity, the impact component of the HMC mission, and other goals. Moreover, the faculty as a whole has undertaken a systematic, evidence-driven redesign of the Core. These projects have supported significant changes to curriculum and pedagogy, including the wholesale redesign of courses that has demonstrably improved equity in student outcomes. Periodic program review is also being consistently undertaken by departments. Between 2015 and the team visit, every department has undergone review and recommendations are guiding changes to programs. As the team heard during the visit, departments value these opportunities to take an unvarnished look at their work and gather guidance from colleagues external to the institution.

In sum, the college is expanding its assessment efforts in service to the projects that speak to the heart of its objectives. In this way, assessment is scaling with need and interest. HCM has also invested in the staff support to enable this work, adding two new positions to the Office of Institutional Research and

Effectiveness (OIRE), an assistant director in 2015 and an associate director in 2019. As the team heard during the visit, the goal is not “to do assessment” or to generate an assessment report. Rather, the goal is to improve the student experience, to promote equity in student outcomes, and to help students better realize the HMC mission of educating engineers, scientists, and mathematicians that have a clear understanding of the impact of their work on society. This is assessment at its best.

Capstone Courses (CFR 1.1, 2.3-2.6, 2.11, 4.3, 4.4)

In 2011, the Commission recommended HMC “broaden the definition of capstone projects and the learning outcomes that students are expected to demonstrate in order to place more emphasis on the social responsibility aspect of the mission.” In 2016, the WSCUC Interim Report Panel acknowledged that HMC had no immediate plans to revise the learning outcomes for capstone projects and noted that the institution was in conversation about how to prepare its graduates to possess the “clear understanding of the impact of their work on society” expected by HMC’s mission.

Since 2016, HMC has taken significant steps toward strengthening curricular support for this aspect of its mission. At an institutional level, this commitment is visible in the redesign of the Core, where “Engag[ing] students in thinking critically about consequential problems and complex issues” is one of the Core’s three new learning goals. This goal is further defined by four learning outcomes that expect the students, as a result of their education in the Core, to be able to 1) explore the historical and contemporary relationships between science and society; 2) appreciate how personal and professional actions impact the world; 3) analyze or construct arguments considering underlying assumptions and potential counterarguments where appropriate; and 4) reflect on the moral, ethical, and social implications of their work. With this foundation, the faculty have developed a curriculum map evaluating the extent to which Core courses support the development of these (and other) Core outcomes. The map in turn is informing the design of another innovation in the Core – the development of a required “Impact” course. This course, which will be

piloted in spring 2022 with the goal of full implementation in spring 2023, will speak specifically to HMC's mission to ensure its graduates understand the impact of their work on society. Faculty seem enthusiastic about the potential of this new course and are carefully developing plans to ensure the course's sustainability.

Beyond the redesign of the Core, other efforts to increase curricular focus on impact include substantial redesigns of lower division courses in chemistry, biology, and computer science to engage students in case studies or other real-world applications of the topic. Finally, DSA's expansion and development is providing students with service learning, internship, and volunteer programs that offer the opportunity to connect their scientific training to societal impact and the wider world. Collectively, these developments are greatly increasing HMC's emphasis on this distinctive component of its mission – both developmentally within the curriculum and institutionally through the co-curriculum. The team applauds HMC's thoughtful progress on this topic of great importance to the college.

COVID-19 Impacts

This fall the HMC community returned to in-person instruction following several semesters of emergency remote instruction that began in March of 2020. With two classes of students new to campus, students and faculty alike are learning or relearning how to teach and learn safely together.

Over the course of the year plus apart, HMC made every effort to ensure the community was supported. For students, HMC established grading flexibility, shifted student activities, services, and resources online, enhanced medical and mental health services to meet needs in remote locations, and provided one-on-one support for struggling students. Commendably, the VPSA also established a group of 27 individuals, 22 of which were students, to advise on the student experience during this time. In support of faculty, HMC increased flexibility in the tenure clock, slowed work that could be slowed, reduced service commitments as possible, and provided professional development for remote teaching. For furloughed staff, HMC

established an emergency employee relief fund to support health insurance and other necessary expenditures. HMC's efforts to see the campus through the crisis were comprehensive, and most importantly informed by and responsive to the HMC community.

Like many institutions, HMC will be working over the next several years to address staffing deficits that resulted from a hiring freeze in 2020-2021 as well as an acceleration of retirements and relocations. To address a nearly 10% short fall in faculty, in 2021-2022 HMC has hired visiting professors. The college has also initiated searches for seven tenure-track faculty to start at HMC in fall 2023 and plans to launch a similarly sized set of searches in 2023 for new hires to begin fall 2024. Overall, the campus has weathered the fiscal challenges driven by the pandemic and is financially well-positioned to address any ongoing effects.

B. Component 2: Compliance: Review under WSCUC Standards and Compliance with Federal Requirements

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes (CFRs 1.1, 1.2)

The mission of HMC is clear and to the point: it “seeks to educate engineers, scientists, and mathematicians well versed in all of these areas and in the humanities and the social sciences so that they may assume leadership in their fields with a clear understanding of the impact of their work on society.” To achieve that mission, HMC consistently reviews, assesses, and revises its curricula as necessitated by progress made in STEM fields, keeping in mind how changes in the student body may also necessitate curricular and pedagogical changes.

The Core, which the institutional report describes as a “living curriculum” (page 42), plays an essential role in laying the groundwork for undergraduates to achieve the goals outlined in the mission statement, and data show that students, by and large, are meeting the challenges of a very difficult curriculum. The

dissemination of data is impressively handled by the OIRE. Its location in the Dean of the Faculty's Office ensures a seamless flow of information about student achievement and learning, among other issues to campus stakeholders. The OIRE also supports a comprehensive set of institutional surveys addressing the experiences and outcomes of students, faculty, staff, and alumni. As well illustrated in HMC's institutional report, the results of these assessments are used to inform decision making and drive change across the college.

Integrity and Transparency (CFRs 1.3-1.8)

Materials regarding policies on academic freedom for faculty, staff, and students are easily accessible. The Academics Preamble on the Students Right and Responsibilities page of the HMC catalog is a ringing endorsement of the value HMC places on academic freedom: "It is the intent of the College to develop in its students the capacity for critical judgment and to encourage the independent and sustained search for truth. As an indispensable condition for this search, it is the policy of the College to secure and to respect freedom to teach and freedom to learn in the classroom and the laboratory and the extracurricular opportunities provided to the students."

HCM's commitment to its students is broadly and deeply held by faculty, staff, senior leadership, and the Board of Trustees, and the institutional report provides much evidence of a college working hard to shape its curriculum and services to meet its students interests and needs. As previously noted, numerous initiatives are underway across academic and student affairs to bring about change in support of diversity, equity, and inclusion. Conversations with HMC stakeholders, however, indicated that while a lot commendable and important work has been and is being done, efforts and attention are not systematically distributed across campus nor are they clearly aligned to an explicit, shared set of underlying principles. Stakeholders identified the need for a strong program of professional development available to all campus staff, academic and administrative, including for inclusive hiring practices across all divisions of institution.

Students noted the need for continued attention to diversity and climate at departmental levels to broaden consistency in the student experience of equity and inclusion. In sum, campus stakeholders highlighted a need for high level leadership to facilitate a systematic, comprehensive, and inclusive approach to sustainably moving the campus's commitment to justice, equity, diversity, and inclusion forward. Toward these ends, the team recommends HMC develop a sustainable, comprehensive infrastructure for equity, diversity, and inclusion, which includes shared principles across all constituencies and is supported by appropriate resources.

Policies regarding student conduct, human subjects research, disability, financial matters, degree requirements, academic credits, and grading are clearly outlined in the publicly available HMC catalog. HMC's Admissions and Financial Aid Office maintains a comprehensive website articulating the cost of attendance and information and resources to assist students in applying for aid. HMC is annually audited by an independent auditor. Results are reported to the Board of Trustees and are publicly available on the HMC website. HMC's commitment to transparency is also apparent in the college's governance with regard to external relationships with governmental, corporate, or religious organizations. For instance, the Clinic Handbooks carefully explain the relation between the material being studied and the individual company or sponsor.

Conclusion

The team's finding, which is subject to Commission review, is that HMC has demonstrated sufficient evidence of compliance with Standard 1. Final determination of compliance with the Standards rests with the Commission.

Standard 2: Achieving Educational Objectives Through Core Functions

Teaching and Learning (CFRs 2.1-2.7)

To earn a bachelor's degree, an HMC student must complete 120 units. With an average student to faculty ratio of 8:1, and about 125 faculty, 98% of who hold PhDs, HMC is staffed with a sufficient number of faculty well qualified for the curriculum it offers, including the college's focus on a high touch learning experience for undergraduates.

The meaning of the HMC degree is encapsulated in its long-standing mission "...to educate engineers, scientists, and mathematicians well versed in all of these areas and in the humanities and the social sciences so that they may assume leadership in their fields with a clear understanding of the impact of their work on society." Toward these ends, to earn the degree, students must complete a carefully structured curriculum consisting of three components: the Core Curriculum, the major, and the program in humanities, social sciences, and arts. To bring together this education, students must also undertake a culminating experience, either a year-long research experience or a clinic project in their major. Collectively these requirements ensure the development of core competencies, including written and oral communication, quantitative reasoning, information literacy, and critical thinking.

Results from institutional surveys using nationally normed instruments indicate that strong majorities of students and alumni consistently report strengths in quantitative reasoning, critical thinking, analytic abilities, and information literacy. Solid majorities of students and alumni also report strengths in written and oral communication, although these numbers are consistently lower those associated with the more analytic abilities previously noted. Discussions with faculty during the visit confirmed that, although students may rate their oral and written proficiencies lower than those for other core competencies, the students demonstrate mastery in these areas.

The meaning of the HMC degree is also reflected in the learning outcomes established for the institution, for each of its seven departments, and for a number of the academic centers and offices that provide programs and services. These learning outcomes, which are publicly available on institutional and departmental websites, speak to the skills, knowledge, and dispositions expected of a HMC graduate. These expectations are further delineated at the course level through learning outcomes present in the sample of syllabi examined by the team.

Activities to assess student achievement of learning outcomes are led by the faculty, under the guidance of the Assessment and Accreditation Committee which consists of a faculty member from each department together with the assistant vice president for institutional research and effectiveness and the interim VPSA. Annual assessment reports submitted by departments summarize the work faculties are undertaking to examine and improve student learning and success. A review of these reports, and discussion with the Assessment and Accreditation Committee, indicates strong engagement with questions of student learning, including student perceptions of their learning. Assessment findings are used to strengthen student outcomes through changes to curriculum and instruction. This focus is very clearly seen in the very thoughtful and commendable assessment work faculties have undertaken to improve Core courses.

The HMC curriculum is designed to be challenging and developmental, with Core courses preparing students for advanced upper division work. Research-based capstone projects engage students in what faculty characterize, and rubrics provided to the team indicate, as graduate level work. Assessment results, including student surveys, strong graduation rates, and post-graduate outcomes indicate that students are consistently achieving the intended learning outcomes and standards of performance established by the faculty. Four-year graduation rates are generally in the mid to high eighties and six-year graduation rates in low to mid-nineties. A survey of spring 2021 graduates indicated strong post graduate outcomes. Within this cohort, 27% of respondents reported having matriculated in graduate school and nearly 65% of

respondents reported being employed, with a large majority of the employed working in areas directly tied to their majors.

HMC has established a 10-year program review cycle that is publicly available. Since 2015, all academic departments have undergone program review. Per the program review guidelines, departments are invited to reflect on, among things, student achievement of program learning outcomes, enrollment trends and demographics, and results from surveys of students and alumni. Self-studies examined by the team confirmed attention to these components. In their assessment work, departments are increasingly considering questions of equity in student experiences and outcomes, a practice that the team applauds. Equity, diversity, and inclusion was also a component of at least one self-study reviewed by the team. Given that students report varied experiences with representational diversity, equity, and inclusion across programs, the team encourages HMC to consider whether there is value in formalizing attention to matters of equity, diversity, and inclusion at the departmental level as part of program review.

Scholarship and Creative Activity (CFRs 2.8, 2.9)

At HMC, expectations for research, scholarship and creative activity for faculty are established in the Faculty Notebook. The responsibility of the Faculty Executive Committee, the Faculty Notebook provides the rules, policies, and practices for faculty organization and governance, as well as current policies regarding faculty employment and compensation for all faculty at HMC, including non-tenure track faculty appointments. Per these guidelines, the institution actively promotes scholarship, creative activity, and instructional innovation through the three areas in which faculty are evaluated: ability as a teacher, which is of “prime importance,” continuing growth as a scholar and a teacher, and engagement with and service to the institution.

As described in HMC’s institutional report, surveys of the faculty have revealed some uncertainty about the criteria for promotion and tenure. Conversations during the visit indicated a lack of clarity largely around

the purpose of scholarship, including research. In conversations, some members of the HMC community identified scholarship as driven by the need to meet student interest in conducting research. Others posited that active research programs, and active engagement in advancing the discipline, are critical to maintaining a contemporary curriculum and providing students with a top rate education, including the opportunity to conduct research. The team also heard that there are questions about how to address evolving definitions of scholarship in relation to the three “buckets” of contribution outlined in the Faculty Notebook. In light of these uncertainties, the team recommends that HMC provide greater clarity, consistency, and structure in communicating to faculty regarding expectations for promotion and tenure, particularly but not limited to assistant professors. This should include a clearer elaboration of the role of research and scholarship in faculty assessment at all levels. The team notes that these efforts are time sensitive, given HMC’s intentions to hire on the order of 14 or more faculty members over the next several years.

Student Learning and Success (CFRs 2.10–2.14)

As evinced on its website, HMC collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. In general, these data indicate strong degree completion rates, with four-year graduation rates averaging 88% and six-year rates of 93% for the two years preceding the pandemic. Disaggregated data, however, indicate that four-year rates for Black and Latinx students, as well as students of two or more races, are generally lower than those of White and Asian students, a difference that nearly disappears for Latinx students by six-years, but persists for Black students and students of two or more races. The team strongly encourages HMC to address these discrepancies in degree completion rates for racial and ethnic groups, especially for Black students.

To understand student experiences and outcomes, the OIRE oversees a portfolio of surveys, including both national and campus-specific instruments, and participates in a number of national data sharing consortia.

Results are provided to campus stakeholders with OIRE facilitating data interpretation for the purposes of action. HMC's institutional report provided many examples of how survey results have informed planning and decision-making, including with respect to the thematic projects undertaken by the institution for this accreditation review.

Since its most recent reaffirmation of accreditation, HMC has greatly expanded the DSA, adding both staff and programming, and aligning the division's work explicitly to the HMC's mission. A mission statement, asserting DSA's role as co-educators in support of HMC's mission and the objective of healthy excellence, has been developed, together with four division-wide foci that define how the mission statement is realized in the division's work. In support of the DSA mission and foci, each unit within DSA has developed student learning outcomes. An annual assessment process, paralleling that in academic affairs, is being implemented. As evinced in the institutional report, results are being used to improve student learning and the student experience.

At HMC, accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs is readily available on the HMC website. Degree requirements are clearly stated in the catalog. Advising is provided by faculty as guided by the HMC Advising Handbook. Students are assigned a faculty advisor upon matriculation. Upon declaring a major, a faculty advisor from the major department is assigned to the student, replacing the first-year advisor. Discussions with faculty suggested an uneven advising workload, with some faculty carrying significantly more responsibility than others. In addition, advising seems to be a hidden labor with faculty unsure of how advising "counts" in matters related to promotion and tenure. Although this issue cuts across the departments, Humanities, Social Sciences, and the Arts seemed particularly affected. HMC may want to consider this topic as it clarifies tenure and promotion requirements.

HMC provides students with access to critical support services including tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, and athletics. During the visit, the team learned that there may be a need to revisit support for students with disabilities, as demand for these services is increasing. Information about these services is available on the HMC website. Information about how to transfer to HMC is available on HMC websites, including policies for the transfer of credit.

Conclusion

The team's finding, which is subject to Commission review, is that HMC has provided sufficient evidence to demonstrate compliance with Standard 2. Final determination of compliance with the Standards rests with the Commission.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

Faculty and Staff (CFRs 3.1- 3.3)

HMC employs a highly qualified faculty of 126 and a staff of 395 individuals. About 37% of the tenured/tenure track faculty are women and 26% identify as Asian, Black, Latinx, American Indian/Alaska Native, Native Hawaiian, Pacific Islander, or two or more races. Full-time non-instructional staff are 55% women and 40% Asian, Black, Latinx, American Indian/Alaska Native, Native Hawaiian Pacific Islander, or two or more races. The team encourages HMC to continue its work in the area of equity, diversity and inclusion with a focus on increasing representation within the faculty of historically underrepresented groups.

Faculty and staff are extremely passionate about the mission of HMC. The team commends the college for its exceptional commitment to student learning and success and its mission-driven ethos. As outlined in the Faculty Notebook, faculty are regularly evaluated and reviewed. As discussed elsewhere in this report, expectations for promotion and tenure are unclear with respect to the role of research and scholarship and

the team recommends greater clarity, consistency, and structure in communicating to faculty regarding expectations for promotion and tenure, particularly but not limited to assistant professors.

The Notebook also provides detailed information about working at HMC and the benefits of the Claremont Colleges Consortium. Similarly, the employee handbook provides extensive information about policies and procedures. Besides the opportunities for faculty development offered through HMC and the Claremont Colleges Center for Teaching and Learning, HMC is a member of the National Center for Faculty Development and Diversity, a national organization dedicated to supporting faculty and their professional development in academia.

Fiscal, Physical, and Information Resources (CFRs 3.4, 3.5)

HMC is financially stable and has had unqualified independent financial audits; its resources are sufficient to ensure long-term viability. In 2018, HMC pooled its endowment with Claremont McKenna College, which has yielded strong returns. HMC's endowment is currently \$442M. Resource planning includes prudent budgeting, enrollment management, and integration with other institutional planning. Like other academic institutions, HMC has faced financial challenges due to the Covid-19 pandemic. HMC has also had difficulty hiring non-exempt staff for the dining hall and custodial services. There may be pressures to raise salaries for unfilled positions, which could impact expenses. Overall, HMC's financial situation is strong, given its endowment and strong student demand for an HMC education, but overtime financial pressures could come in the form of the discount rate on tuition.

Since the last review for reaffirmation, HMC has significantly improved its academic spaces, including adding a new building: the award-winning McGregor Computer Science Center, which houses the computer science department, makerspace, labs, and collaboration spaces.

Faculty are supported in the use of technology for instruction through Computing and Information Services.

Organizational Structures and Decision-Making Processes (CFRs 3.6-3.10)

HMC is organized academically by departments, representing seven areas: biology; chemistry; computer science; engineering; humanities, social sciences, and the arts; mathematics; and physics. The heads of the departments are part of the academic leadership of the institution, and they meet regularly to coordinate academic policy and to discuss educational issues. The team was impressed by the collaborative and supportive community and how data are used by academic departments in service of continued reflection and improvement.

HMC's faculty exercises academic leadership through the elected Faculty Executive Committee and faculty governance committees. Members of the Faculty Executive Committee described their relationship with the administration as productive. Processes used for accreditation and other matters appeared inclusive of faculty voices and collaborative, although occasional concerns emerged. Perhaps the strongest concern was around the ambiguity of the role of research, which is discussed above.

The governing board consists of 44 members, 50% are alumni, 20% are parents, and 30% have no connection to the college. The bylaws have been modified to put in place term limits, which has helped to diversify the board. The board exercises appropriate oversight over the HMC, including hiring and evaluating the president. It will be responsible for hiring a new president when the current president steps down in June 2023.

Conclusion

The team's finding, which is subject to Commission review, is that HMC has provided sufficient evidence of compliance Standard 3. Final determination of compliance with the Standards rests with the Commission.

Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

Quality Assurance Processes (CFRs 4.1, 4.2)

Administrators, faculty, and staff at HMC work together to promote a culture of assessment and continuous improvement in their educational and administrative operations in order to achieve the college's mission. A dedication to collecting and using data for the purpose of transforming policies, practices of teaching and learning, and the overall student experience was evident in the institutional report and in the interviews the team conducted with faculty and staff throughout the college community. For example, the report documents how HMC collected and employed data to grow its student body carefully and responsibly over the past decade, how it has rolled out new assessment practices within DSA in order to unify and inform that division's work, as well as how the college responded to findings related to student workload and changing disciplinary practices in order to redesign the Core. HMC carefully collects and interprets these data in light of larger trends in higher education, both among their partners in the Claremont Consortium and beyond.

The team found the OIRE and Assessment and Accreditation Committee to be especially effective in their leadership of assessment efforts on campus. The OIRE has added staff members, including an assistant director and associate director, in recent years to support the unit's robust work collecting and disseminating data and guiding campus units and the institution through assessment work, including annual, periodic and ad-hoc, to facilitate continued improvement. Although it is unclear if the OIRE is periodically reviewed for effectiveness, the OIRE is highly responsive to stakeholder interests and needs and self-reflective of their practices.

In service of quality assurance, HMC conducts regular academic program review and program review in DSA. For the former, the college maintains a regular, publicly available schedule for a 10-year process, with annual assessment supporting the periodic reflection. All departments have been reviewed since 2015. The

team encourages HMC to consider expanding its commitment to diversity, equity, and inclusion by disaggregating student success indicators, data on the student experience, and other indicators of departmental contributions to HMC diversity, equity, and inclusion goals in these periodic reviews. The work is happening organically now, but it would be helpful to students to have departments examining this more systematically. The team also suggests that HMC begin to document both the actions departments plan to take and those they do take in order to reflect on this work more effectively at ten-year intervals.

Institutional Learning and Improvement (CFRs 4.3-4.7)

In partnership with the OIRE, the Assessment and Accreditation Committee supports assessment efforts on campus, and includes a member from each academic department, the interim VPSA, and the assistant vice president of institutional research and effectiveness. The committee functions as a mutual support space and sounding board for each other in assessment work within departments, guiding and shepherding smaller annual departmental assessment projects around topics selected by the departments that are of importance to them (such as examining a specific course, or reimagining the department's contributions to the Core). While departments have great leeway to select and undertake those projects as they see fit, the Assessment and Accreditation Committee collects and gives feedback on departmental assessment reports in order to illuminate the good work happening in various departments. This creates a culture of mutual support towards data-driven improvement within the academic departments and in the DSA. The Assessment and Accreditation Committee also disseminates these reports annually to the Faculty Executive Committee and the dean of the faculty, facilitating broader awareness of the work departments are undertaking to strengthen student learning and improve student success.

The college's recent comprehensive review of the Core is a laudable example of the use of data to make meaningful change at the institution. The institutional report demonstrates the care with which the Core redesign team gathered and interpreted evidence and applied generated insights in order to respond to the

needs of students and faculty. As a result, the revised Core curriculum contributes significantly to the institution's dual projects of reducing workload and enhancing the connections students make between the "impact" element of the mission statement and their academic scholarship. Notably, HMC's use of and response to data contributed to the revelation that the college should understand the Core as "a living curriculum in which faculty work in partnership with staff professionals to respond to innovations within disciplines" (page 45), further emphasizing the culture of continued self-improvement that the team found to be characteristic of HMC.

The recent assessment work undertaken by the DSA likewise contributes to the culture of continuous improvement at HMC. With guidance from OIRE, DSA developed a coordinated assessment practice that provides opportunities for the sub-units of the division to reflect on and measure their progress towards achieving their collective mission, vision, and learning goals associated with their four foci. The team applauds these efforts and encourages DSA to move forward with their plans to begin reviewing the individual units of student affairs (rather than the entire division at once), and to establish a policy and schedule to support those reviews. The integration of the interim VPSA on the Assessment and Accreditation Committee links the DSA assessment work to that of the academic departments, allowing for greater communication across divisions on campus. The team found that there is curiosity among faculty to learn more about what is happening in Student Affairs and encourages DSA to employ their assessment data to illuminate the good work they are doing. Moreover, as the college continues to better integrate curricular and co-curricular priorities and work, the team encourages the Assessment and Accreditation Committee to explore how shared assessment practices can inform collaborative engagement between DSA and academic functions of the college. In addition, the team suggests that HMC consider involving the larger community, including students and staff, in interpreting assessment data.

HMC shares assessment outcomes regularly with stakeholders, including the Board of Trustees, the Parent Leadership Council, the Alumnae Association, and student government (the Associated Students of Harvey Mudd College). In addition, the college is guided by a Strategic Vision that was developed in 2007 by a collaborative team that included a range of stakeholders. The team suggests that the college seize on the opportunity of the transition to a new president to conduct another strategic planning project in order to update and focus the institution's strategic direction.

Conclusion

HMC is committed to sustained and careful assessment work in service of creating a "Culture of Evidence" to support the ongoing pursuit of the college's mission. These activities inform planning at the institutional and department and unit levels to systematically ensure educational effectiveness at the college.

The team's finding, which is subject to Commission review, is that HMC has demonstrated sufficient evidence of compliance with Standard 4. Final determination of compliance with the Standards rests with the Commission.

C. Component 8: Institution Specific Themes

Theme 1: Faculty, Student, and Staff Workload (CFRs 2.1, 2.8, 2.9, 3.1-3.3)

HMC commendably focused on workload as part of its overarching theme of "healthy excellence." Faculty, students, and staff all have a strong commitment to excellence and doing their utmost to achieve a culture of excellence and support. This is certainly commendable, but it also appears that one result is that each part of the college's community experiences a sense of overload and stress, perhaps to a point that is counterproductive. Although the college undertook to examine the workload issues for each of three on campus constituencies, the data, causes, and cures were in each case distinctive.

The key finding regarding faculty workload related to uncertainty around requirements for promotion and tenure, particularly regarding research. However, the ambiguity around research expectations appears to extend even to tenured faculty as well. Although it is not entirely clear, it appears that HMC may be evolving in terms of expectations regarding research commitment and productivity. It also appeared that the expectations and aspirations regarding faculty research were not clearly aligned across trustees, administration, and faculty. And while much research serves the additional purpose of providing opportunities for student participation in research, that did not appear to be the sole or even over-riding goal for many faculty. Faculty expressed a need for greater clarity and for greater research support, both in terms of resources and visible appreciation.

HMC has begun taking action in these respects. A new Office of Sponsored Research has been created and a grants specialist hired, although some felt the full benefit of these measures was yet to be realized. The institutional report indicated that greater attention was being paid to faculty research achievement in college publications, although some faculty experienced inconsistencies in this regard. Some felt research was downplayed. It appears that inadequacies in research support are being addressed. Plans to add additional summer salary support should be helpful. Additional worthwhile steps, including support in the grant process, are set forth in the college's institutional report.

Perhaps the most important need is greater clarity and consistency on promotion and tenure standards. Indeed, the most striking piece of data in this regard was that, per the institutional report, only 39% of pre-tenure faculty respondents to a 2017 survey "indicated that tenure expectations with respect to scholarship were very or somewhat clear" (page 32). (This contrasted with 83% of respondents reporting teaching expectations to be very or somewhat clear.) Conversations with faculty suggested there is a lack of consistency across the campus in processes, communication of standards, and more generally the role of

research in the educational mission of HMC. The college would be well served by implementing consistent processes and standards across the university, and procedures to assure those processes are followed.

In sum, the college should speak with greater clarity about research expectations and take steps to provide the support necessary for individual faculty members to realize those expectations. It is important that not only the administration and faculty have a common understanding on these issues, but also the trustees since the level of research engagement and support ultimately depends on the articulation of the college's mission. Clarity on research commitment and support should be one of the key topics in the strategic conversations likely to take place when the presidential transition occurs.

Overall, the college appears to have taken or plans to take appropriate measures regarding the two core issues of uncertain standards and adequate support for faculty research. At the same time, the college is encouraged to continue its work gathering information on whether there are other sources of unsustainable workload or stress.

As with its consideration of faculty workload and stress, the college followed a data driven approach to understanding the workload issues with students. The college sought information through surveys from both students and faculty. A process to redesign the Core with careful attention to workload related issues was undertaken. Perhaps the most important result was to reduce the course load for at least the first three semesters. But efforts were also undertaken to redesign the Core requirements in ways that were thought to reduce some potentially duplicative and conflicting aspects of the curricular demands. Specific course requirements were also examined, and the college is to be commended for its comprehensive multi-layered approach to this complex problem.

The efforts regarding student workload and wellbeing are still underway, and it is too early to assess the full effects of the changes implemented. The college is encouraged to continue its process of iterative

thoughtful review in assessing whether the measures undertaken have adequately addressed the workload problems identified, and the potential stress and mental health issues that may accompany them.

The issues regarding staff workload were least well developed, with less in the way of data to analyze what the issues and causes might be. The college's institutional report acknowledged that it first undertook a comprehensive survey of staff work experiences in February of 2020 and that the pandemic slowed its attention to this final, critical dimension of the HMC's efforts to establish a culture of healthy excellence. The staff appear highly satisfied with their employment at the college and that the environment is inclusive and supportive. They very strongly value the sense of community and feel part of it. Nonetheless, there is a sense of overload among the staff. Some staff also reported feeling undervalued and sometimes not sufficiently consulted or engaged in key processes and decisions. Staff might also benefit from more professional development and training opportunities.

Overall, it thus seemed that communication with staff could be improved, both generally and in connection with new projects. Some staff reported that they did not feel included in major decision-making processes and that, as a result, decisions were sometimes ill-informed in terms of the consequences for the staff and what was necessary to implement the plans. The staff are eager to meet requests of faculty, but as a result of direct and unfiltered requests by faculty, unsustainable burdens may be imposed. It may be desirable to implement processes that will at least alert faculty to the implications of their requests, or a mechanism by which staff can provide more candid feedback on the workload implications of the requests. Although it appears that the college is, as compared with faculty and students, early in the process of assessing staff workload issues, it seems clear that HMC intends an equally thoughtful, data driven and responsive process. In sum, the team recommends HMC strengthen attention to staff workload by ensuring their involvement in decision-making processes on campus, especially with staff who will be involved in implementing decisions and new initiatives.

With regard to both faculty and staff, there seems significant anxiety about the growth in enrollment that is being undertaken, even though it is quite modest (about 10%) as compared to many institutions. This is in part the result of the highly individualized attention faculty are eager to give to students and many expect as part of the HMC experience. The college should continue its efforts to assess where the modest growth produces pain points for faculty or staff.

In sum, the team commends HMC's data-driven efforts to better understand the campus's culture and the experiences of its students and employees and to affect change in response. Looking forward, the team recommends HMC continue progress on "healthy excellence" with special attention to clarifying and assessing the outcomes that would lead HMC to conclude it is creating a culture of healthy excellence.

Theme 2: The Redesign and Assessment of the Core Curriculum (CFRs 2.2-2.6, 4.1, 4.4)

The Redesign and Assessment of the Core was the second topic undertaken by HMC in its efforts to understand the links between student workload and healthy excellence. Although the student experience of the Core was the primary driver of this theme, concerns about faculty workload and the Core also surfaced. The "characteristic tendency toward [an] additive pursuit of workload and challenge" (page 34), which external reviewers observed in 2017, had potentially negative effects on faculty who would need to deliver the revised Core. HMC has taken a holistic approach to this issue, and the college's analyses of the Core have been conducted with the perspectives both of students and faculty in mind.

HMC's focus on the Core as a locus for student workload concerns emerged from careful qualitative and quantitative analyses of the stresses experienced by students. Student surveys, external visiting committees, including a program review process, and faculty input coordinated by the Core Review Planning Team directed the campus's attention to the first year when students were routinely taking five to six classes plus a lab each semester. Data showed that such a course load was not only unsustainable but problematic from the point of view of student learning. The pressure of so much coursework meant that

students did not have the time to engage with the material in a meaningful way; in addition, “qualitative evidence of negative mental well-being . . . [was described as a function of] the likely effects of intellectual and cognitive overload from switching between multiple tasks” (page 34). Revisions to the Core are meant to address this and further to cultivate, through this formative HMC experience, “the habits of healthy academic work” in preparation for the remainder of a student’s HMC career. In doing so, the revisions speak to a larger change in the academic culture of HMC. The team applauds these efforts and encourages HMC to evaluate the extent to which these intentions are realized as the new Core is implemented.

Making changes to a shared curriculum takes a lot of discussion and collaboration, and the team was especially impressed with the thoughtfully staged, faculty driven, and inclusive processes by which the Core has been and continues to be revised. The new Core Curriculum, which was adopted by faculty in May of 2020, emerged from a process in which faculty were invited to propose a new Core Curriculum that addressed the Core’s new goals together with criteria central to the issues at hand: the impact of HMC’s work on society, the student and faculty experience, the impact on departments and majors, and the impact on resources. In a subsequent stage, the Assessment and Accreditation Committee led the development of a set of learning outcomes to support the goals of Core. A clever curriculum mapping exercise then helped clarify the role of each Core course with respect to the learning outcomes, including the specific niche to be filled by the new “Impact” course focused on the curriculum’s third goal to “Engage students in thinking critically about consequential problems and complex issues.” This course, which will be offered in the second semester the sophomore year, will be an important milestone in student development of the distinctive, yet historically underdeveloped, element of the HMC mission - that its graduates understand of the impact of their work on society.

As the team learned during the visit, faculty are thinking deeply and carefully about the content, delivery model, and ongoing governance of the new Impact course to ensure it can be sustainably delivered. “Writ

1” offers a model for a broadly shared instructional responsibility and the faculty seemed confident a similar approach could be used for the Impact course. Likewise, the faculty are also thinking deeply about how best to steward the Core Curriculum as a distinct body of learning that serves a very specific role in the HMC degree. Toward these ends, the team was happy to learn that the core curriculum director is a member of both the Department Chair Committee and the Assessment and Accreditation Committee. Under the guidance of the Assessment and Accreditation Committee, an assessment plan specific to the Core, that both recognizes the integrity of the Core as a whole and honors the work individual instructors undertake to understand the efficacy of their courses, is also well underway.

In sum, HMC is to be congratulated on the incredibly thoughtful and integrative work undertaken to reimagine this distinctive, longstanding component of the HMC degree. Looking forward, the team has no doubt that HMC will be deploying the tools and knowhow so clearly demonstrated in its institutional report to carefully examine the effect of this redesign on student learning and student success. In conducting this work, the team encourages HMC to also examine the extent to which this new curriculum contributes to positive changes in support of healthy excellence for students and faculty.

Theme 3: Co-curricular Program (CFRs 2.11-2.13, 4.1, 4.2, 4.4)

Through this third and final theme of its TPR, HMC sought to articulate and demonstrate DSA’s contributions to healthy excellence and, as part of that, the HMC mission, including its focus on preparing graduates to “...assume leadership in their fields with a clear understanding of the impact of their work on society.” As a liberal arts college that focuses on STEM, HMC seeks to provide a challenging academic environment for students, while supporting and encouraging students to pursue their interests and endeavors outside of their majors. Toward these ends, the DSA offers important programming and student support services including, leadership development, community service, social justice advocacy, internship and career placement, health and wellness, and educational accessibility. Yet, following the rapid expansion

of DSA and institutional reorganization that brought services like the Office of Accessible Education into the division, the college found that DSA's identity and its contributions to the HMC mission were not clearly defined within the division and in turn not well understood by campus stakeholders more broadly. The work undertaken within this third theme was an important start to addressing these needs and constitutes a significant foundation from which to continue to strengthen DSA's collaboration with academic affairs in support of HMC's mission and healthy excellence.

The team found a strong commitment to the ethos of "healthy excellence" in co-curricular programming at HMC among faculty, staff, and students alike. Each stakeholder group spoke to the attention to wellness that pervades DSA programming, especially during the time of COVID-19. Students recognized the availability of wellness-oriented programming, although suggested they were often reticent to access it because of their heavy academic workload and these programs felt like "another thing to have to do or go to." Students also articulated a high need among their peers for mental health counseling services and expressed a wish for greater and more immediate access to counseling. The team suggests HMC continue to work towards caring for the wellness of students, perhaps working to find creative ways to meet students' needs where they are.

To clarify and communicate its contributions to HMC's mission, the DSA began by defining for itself its role and the role of its units at HMC. Mission statements for the division and for each DSA department were developed and four, mission-aligned foci – Experiential Learning, Inclusive Communities, Leadership Development, and Wellbeing and Holistic Development – were elaborated to support departmental level strategic planning and assessment and to facilitate opportunities for collaborative programming. Learning outcomes were then defined by each department and assessment of those learning outcomes initiated in 2020.

Efforts to build stakeholder awareness of the DSA's work are nascent but growing. As the team heard during the visit, DSA is well respected and highly regarded by students, faculty, and staff. At the same time, DSA's efforts in this regard are fairly new and thus it is not surprising that some stakeholders, including faculty, were looking forward to continuing to clarify and strengthen the connections between DSA and academic affairs in service to student learning and success. More specifically, the team believes more needs to be done to ensure that assessment plans establish the necessary linkages among faculty, the Core, and co-curricular programs. Given its role in supporting assessment at HMC, the Assessment and Accreditation Committee may be an important locus for facilitating these efforts, including perhaps around projects of mutual interest such as the cultivation of impact as outlined in the HMC mission. At the same time, the team encourages HMC to pursue this work with care so as to ensure that these efforts do not create an unmanageable burden for the staff.

In conclusion, the team commends HMC for expanding DSA to support student life, and its work to connect co-curricular programming to the overall college mission. As the DSA continues to explore its four foci and their link to the mission, the team wondered whether pursuit of "impact" might be a point of fruitful collaboration across and between DSA and academic affairs, as students both consider the impact of their scholarly pursuits and the ways in which they live in and create impact within their community. Looking forward, the team recommends that HMC continue progress with co-curricular programming and services with an emphasis on developing strategies that include faculty perspective and participation and use assessment to advance programming with academic affairs in support of the HMC mission.

D. Component 9: Reflection and Plans for Improvement

HMC is one of the premiere STEM education institutions in the world, with a deliberate focus on the education of undergraduates, whose work in science and engineering will go on to change the world for the better. The seriousness with which the college undertook the TPR process was evident throughout the well-

written institutional report, the comprehensive data collection and evaluation, and the careful organization of the virtual visit, which allowed the team many opportunities to interact with a range of people who comprise the HMC community. The team is confident that the goals laid out by the institution were accomplished: 1) the campus established a revised set of nuanced and assessable learning outcomes for the Core along with foci related to co-curricular activities that can also be measured; 2) a community awareness about the potentially problematic consequences of workload/overload is evident, and the campus is now prepared to address the issue as it affects staff, faculty, and students; and 3) HMC has a very clear perspective about what issues it hopes will be front and center as the process of transitioning to a new president begins. Structures have been and are being put in place to ensure that the momentum created by the TPR process will carry on. Here the team has in mind the framework being developed to oversee and assess changes to the core, and the JEDI committee, whose work on equity, diversity, and inclusion will assume a leadership role in bringing together EDI efforts on campus.

Throughout the visit, the team heard about the profound commitment that faculty and staff have to the brilliant students of the college. The team also learned about a changing student body – an increasingly diverse one -- that presents challenges and opportunities in the areas of teaching, learning, and mental health. HMC has already taken important steps to address these issues. Reducing the number of courses in the first year from five to six to four is a huge step forward in terms of its goal of achieving “healthy excellence,” and the team looks forward to the assessments that will follow from this change to the core curriculum. The Impact course that is being developed for the second semester of the sophomore year is another locus for potential transformation, especially given what appears to be a college-wide commitment to focusing on climate change. The team applauds HMC for its evidence-based decision to implement such a course. These important new directions in the classroom are accompanied by an attention to the mental health of the HMC community, which is exemplified by the expansion of DSA, and the resources needed to

ensure that the achievement of excellence is not at odds with the health and well-being of faculty, staff, and students.

The work ahead for HMC is exciting and essential. Under the leadership of the president, the college has made tremendous strides diversifying the student body, and the expansion of DSA has created a robust foundation to support these students, with more to be done. Diversity, inclusion, and equity initiatives are also front of mind for faculty and staff, and the team encourages the HMC to more systematically attend to these needs as part of the transformation underway in support of HMC's students. The hiring of fourteen new faculty presents an enormous opportunity in this regard.

This expansion of faculty presents challenges, as well. The institutional report notes that pressures on office and laboratory space will undoubtedly be ratcheted up, especially given what the team heard about incoming tenure-track faculty (and to a lesser extent tenured faculty) and their desire both to be excellent teachers, while also pursuing their research and scholarship goals. To be sure, the team quickly learned about the urgency of "examining and clarifying the RPT policies" (page 65), but the faculty also made clear – every step of the way -- their commitment to pedagogical excellence and their especial excitement about the changes to the Core Curriculum. Additional attention is being paid to the furloughs and hiring freeze that took effect during the pandemic. Filling staff and faculty vacancies will be important to meeting the goal of healthy excellence. The team is confident that HMC will direct appropriate resources to ensure the college is operating in a way that will support the full potential of its faculty and students.

The team applauds the care with which HMC developed the TPR themes and assessed the institution's strengths and potential areas for improvement. As the HMC enters the next phase of its growth, the team recommends HMC use the opportunity of the upcoming presidential search to broadly engage all stakeholders in reflecting on the mission and values of HMC and what actions should be considered to best realize them in light of the evolution of the college and changes in the higher education and societal

landscape. The team believes these conversations will enhance the bold and detailed roadmap for future improvement that has emerged from this review.

SECTION III – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW

As recognized throughout this report, HMC undertook this comprehensive review with great seriousness of purpose. The impact on HMC has been considerable. The process of reflection highlighted workload as a thread common to all three of its thematic projects, enabling a better understanding of how HMC's culture and mission come together in the work of its students, faculty, and staff. Its review of the Core revealed the considerable and ongoing investment faculty make in shaping and reshaping curriculum in service to HMC's students and the ideals established in a mission laid out six decades ago. The review also enabled the college to see the considerable extent to which data and evidence inform its work. Underlying these achievements is a broadly shared commitment to ongoing examination of the extent to which the mission is being met in service to its students and to society, a commitment which has led HMC to become a singular, STEM focused liberal arts institution.

The team found a community united by commitment yet also aware that the college is inevitably evolving. Faculty noted that great student interest in computer science was perhaps shifting the relative roles of various degrees programs in service to student learning. Curriculum and pedagogy and co-curricular programming are being reshaped to meet the interests of, and to be more attuned to, an increasingly diverse student body. An increasingly diverse faculty is raising questions about the role of research and scholarship in the mission of HMC. A shared commitment to exploring new foci that will shape the tenure of the next president is emerging. Thus, the deep self-reflection catalyzed by this review will continue and the team has no doubt that HMC is well prepared as an institution and a community for it.

In light of all that has been accomplished and demonstrated through this review, the team commends HMC for its:

1. Broadly held and exceptional commitment to student learning and success and mission-driven ethos.
2. Caring, collaborative, and supportive community and especially the ethos that students support each other in their endeavors and success.
3. Genuine commitment to issues of diversity, equity, and inclusion, as well as the significant diversification of the student body, recognizing there is still progress to be made.
4. Candid and deeply data-informed examination of the critical issues confronting the college.
5. Use of data by academic departments and the Division of Student Affairs in service of continued reflection and improvement.
6. Thoughtfully staged, faculty driven, and inclusive process by which the Core is being revised and associated attention to ensuring its sustainability.
7. Expansion of the Division of Student Affairs to support student life, and its work to connect co-curricular programming to the overall college mission.
8. Clear and impactful actions to address student workload and stress through revisions to the curriculum.

As the college continues to pursue its mission with energy and commitment, the team recommends HMC

1. Develop a sustainable, comprehensive infrastructure for equity, diversity, and inclusion, which includes shared principles across all constituencies and is supported by appropriate resources. (CFRs 1.4, 3.1)
2. Continue progress on “healthy excellence” with special attention to clarifying and assessing the outcomes that would lead HMC to conclude it is creating a culture of healthy excellence. (CFRs 3.7, 4.1, 4.3, 4.4)

3. Strengthen attention to staff workload by ensuring their involvement in decision-making processes on campus, especially with staff who will be involved in implementing decisions and new initiatives. (CFR 3.1, 3.2)
4. Continue progress with co-curricular programming and services with an emphasis on developing strategies that include faculty perspective and participation and use assessment to advance programming with academic affairs in support of the HMC mission. (CFRs 2.11, 2.13, 4.1, 4.3)
5. Provide greater clarity, consistency, and structure in communicating to faculty regarding expectations for promotion and tenure, particularly but not limited to assistant professors. This should include a clearer elaboration of the role of research and scholarship in faculty assessment at all levels. (CFRs. 2.8, 2.9, 3.2)
6. Use the opportunity of the upcoming presidential search to broadly engage all stakeholders in reflecting on the mission and values of HMC and what actions should be considered to best realize them in light of the evolution of the college and changes in the higher education and societal landscape. (CFRs 1.1, 4.6, 4.7)

APPENDICES

The report includes the following appendices:

Federal Compliance Forms

- A. Credit Hour and Program Length Review
- B. Marketing and Recruitment Review
- C. Student Complaints Review
- D. Transfer Credit Review

FEDERAL COMPLIANCE FORMS

Credit Hour and Program Length Review Form

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

- (1) The accrediting agency meets this requirement if-
 - (i) It reviews the institution's-
 - (A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and
 - (B) The application of the institution's policies and procedures to its programs and coursework; and
 - (ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

- (2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are

achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? X YES <input type="checkbox"/> NO
	Where is the policy located? The credit hour policy is described in the HMC catalog: http://catalog.hmc.edu/content.php?catoid=18&navoid=882#grading-regulations (under Credit Policy)
	Comments: Credit policy is clearly stated and easily accessible.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? X YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? X YES <input type="checkbox"/> NO
	Comments: Courses are assigned credit when they are approved for inclusion in the HMC catalog and are revised on an as-needed basis. Faculty wishing to include new courses in the HMC catalog must obtain the approval of their department chair (or the designated departmental committee) before submitting the course proposal to the Curriculum Committee for review. The Curriculum Committee, on behalf of the faculty as a whole, determines the credit awarded on the basis of proposed pedagogy, meeting pattern, learning outcomes, and syllabi. Revisions to previously approved courses are evaluated and approved by the Curriculum Committee in consultation with the Registrar. Students seeking credit for non-standard courses such as independent studies, directed readings, or research submit a form (developed by the Curriculum Committee and affirmed by the full faculty), which they collaboratively complete with the instructor; the form specifies the weekly time commitment, learning outcomes, and basis for evaluation. Departments periodically review adherence to student time spent in courses as part of program review.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? X YES <input type="checkbox"/> NO
	Comments: The Course schedule is located in the HMC College Portal (https://portal.hmc.edu/ics/). Course schedules for current and prior semesters are readily available.
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? N/A
	What kind of courses (online or hybrid or both)?
	What degree level(s)?
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample syllabi or equivalent for other kinds of courses that do	How many syllabi were reviewed? 2
	What kinds of courses? Physics lab course (Physics 50) and Chemistry independent study
	What degree level(s)? Bachelor of Science (B.S.)

not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	What discipline(s)? Physics and Chemistry
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: In laboratory, practicum, and other modes of delivery that require greater contact time in a supervised classroom setting, the time students spend outside of class is reduced to reflect the increased in-class time, e.g., three to four hours of in-lab time per week per credit. Courses meeting less than a full semester (e.g., summer courses) have equivalent contact time and out-of-class expectations for engaged work, despite compression of course meeting patterns into a shorter term.
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 2
	What kinds of programs were reviewed? Departmental majors
	What degree level(s)? Bachelor of Science (B.S.)
	What discipline(s)? Biology and Engineering
	Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Information on the number of credits required for complete the bachelor's degree is available in the HMC Catalog (http://catalog.hmc.edu/content.php?catoid=18&navoid=882#graduation-requirements) The degree requirements for each major, as well as HSA and Core , are also available in the catalog and on each department's website. Both programs reviewed were clearly structured and held sufficiently scaffolded engagement and research opportunities over the course of a student's experience in the program to warrant a degree program.

Review Completed By: Erin Cohn
Date: 10/5/21

Marketing and Recruitment Review Form

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	<p>Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments: All required disclosures are published on the campus website: https://www.hmc.edu/institutional-research/higher-education-opportunity-act-heoa/</p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Length of time to Degree: https://www.hmc.edu/institutional-research/institutional-statistics/institutional-statistics-graduates-and-alumni/graduation-rates/ By Gender: https://www.hmc.edu/institutional-research/institutional-statistics/institutional-statistics-graduates-and-alumni/graduation-rate-by-gender/ By Race/Ethnicity: https://www.hmc.edu/institutional-research/institutional-statistics/institutional-statistics-graduates-and-alumni/graduation-rates-race-ethnicity/</p> <p>Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Cost of Attendance: https://www.hmc.edu/admission/afford/cost-of-attendance/</p> <p>Comments:</p>
Careers and employment	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO https://www.hmc.edu/career-services/students/majors-to-careers/</p> <p>Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Class of 2020 Senior Outcomes</p>
	<p>Comments: Explicit materials documenting pathways stemming from the major, as well as outcomes for recent graduates, are produced by Career Services.</p>

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third-party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: Erin Cohn

Date: 10/5/21

Student Complaints Review Form

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission’s Complaints and Third-Party Comment Policy.)

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? X YES <input type="checkbox"/> NO
	<p>Is the policy or procedure easily accessible? X YES <input type="checkbox"/> NO</p> <p>If so, where? https://www.hmc.edu/institutional-research/higher-education-opportunity-act-heoa/</p> <p>Comments: In addition to the general Institutional Complaint information above, the College maintains several policies and procedures to capture other student complaints. The nature of the complaint (i.e., Honor Code, Title IX, accessibility) determines the specific policy and procedure enacted.</p> <p>The student-run Honor Code sets the fundamental principles of conduct for members of the College. It applies to all academic matters such as examinations, written material, and laboratory reports—both at Harvey Mudd College and at the other Claremont Colleges. The Honor Code also governs activities outside of the classroom, including the safety of individuals, and private and college property. Under the Honor Code, students are expected to know and abide by all College policies, regulations, and procedures, and to report any violations of these.</p> <p>Title IX and sexual assault related complaints are handled by the Title IX Coordinator who oversees and ensures compliance with the Title XI Grievance Process. An overview of the procedures can be found here (pdf). Students can mutually agree to resolve a complaint through an alternative resolution process – usually less time intensive, instead of undergoing the Title IX Grievance Process, provided that the conduct is eligible for an alternative resolution. Student complaints that proceed through the grievance process are fully investigated and heard during a formal hearing where a hearing decision is made.</p> <p>Students with accessibility related complaints may refer to the Appeal and Grievance Procedures which are found on the Office of Accessible Education webpage. All grievances are reviewed and adjudicated by the Dean of the Faculty, or her designee who also makes a determination of the grievance based on information provided and collected. Students may also file complaints with the U.S. Department of Education, Office of Civil Rights, and those instructions are provided as part of the grievance procedures.</p> <p>Students who have Housing/ResLife complaints email reslife@g.hmc.edu. That email goes to all the Housing/ResLife professional staff who then follow up with student(s) directly. That email address is first shared with students in the welcome email sent to all students and can also be found here. Students with noise complaints can submit an anonymous complaint from the ASHMC Resources page.</p>
	Does the institution have a procedure for addressing student complaints? X YES <input type="checkbox"/> NO If so, please describe briefly:

<p>Process(es)/ procedure</p>	<p>Behavior that violates the honor code is referred to the student Judiciary Board (JB) or the Disciplinary Board (DB) for action. These authorities may impose penalties of varying degrees of severity, including expulsion from the College. Violations may incur legal and College sanctions.</p> <p>Title IX complaints that proceed through the alternative resolution process include a solution or solutions that both parties agree to in writing. For complaints that proceed through the grievance process and result in a finding of responsibility, sanction recommendations are then forwarded to an adjudicator who then makes the final sanctioning determination. Either party may appeal the hearing decision or sanctions. The Title IX Coordinator is responsible for ensuring completion of sanctions involved with either procedure's outcome(s).</p> <p>The Dean of the Faculty, or her designee reviews and adjudicates accessibility-related grievances filed with the College. As part of the investigation, the Dean will collect and review relevant information and documentation to make a determination of the complaint. Written decisions are then provided to the grieving party as to the outcome of the review.</p> <p>If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO</p> <p>Comments:</p>
<p>Records</p>	<p>Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO</p> <p>If so, where?</p> <p>The Division of Student Affairs maintains confidential records using Maxient and AIM database systems. All complaints are recorded in their respective database (Maxient for Honor Code complaints and AIM for accessibility-related complaints) Details of each case are shared with the appropriate parties on a need-to-know basis, and summary data of TIX and Honor Code complaints is shared annually with the College community.</p> <p>Does the institution have an effective way of tracking and monitoring student complaints over time? X YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p> <p>Both database systems include robust reporting functions, and reviews periodically for trends. Additionally, annual reports are compiled and reviewed by the College leadership.</p> <p>Comments:</p>

Reviewed by: Erin Cohn
Date: 10/6/21

Transfer Credit Policy Review Form

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? X YES <input type="checkbox"/> NO
	Is the policy publicly available? X YES <input type="checkbox"/> NO If so, where? http://catalog.hmc.edu/content.php?catoid=18&navoid=882#transfercredit and https://www.hmc.edu/dean-of-faculty/academic-affairs/incoming-students/
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? X YES <input type="checkbox"/> NO
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: Erin Cohn

Date: 10/5/21