Mount Holyoke College

Fifth-Year Interim Report

to the
Commission on Institutions of Higher Education
New England Association of Schools and Colleges

Mount Holyoke College
South Hadley, Massachusetts

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INTRODUCTION

Mount Holyoke's preparation for the Fifth Year Interim Report began in 2010 with the launch of an integrated planning process linking strategic planning, academic planning, financial planning, annual setting of goals and objectives, and the NEASC reaccreditation cycle. The 2010-2011 work of the Strategic Planning Committee and the Dean and Associate Deans of Faculty placed assessment in the center of conversations about institutional goals, academic planning, and educational effectiveness. In the summer of 2011, the Senior Advisor to the President (who is also the Accreditation Liaison Officer) outlined and distributed a process for preparing the Report.   We have followed that process, with only a few adjustments, from last summer to this.

The Report was produced by a team of drafters under the overall guidance of the President, Lynn Pasquerella, and the Senior Advisor to the President, Sally Sutherland.

The Institutional Overview and Plans for the Next Five Years were drafted by Sally Sutherland, as were Standards One, Two, Three, and Eleven.

Associate Dean of Faculty Matthew McKeever drafted two of the four Areas of Special Emphasis: the first, which is actually merged with and contained in his section on Assessment, Retention, and Student Success, and the second. He also drafted Standards Four and Five.

The third Area of Special Emphasis, on retention and graduation, was drafted by Dean of the College Cerri Banks and Vice President of Enrollment Diane Anci. They also wrote Standard Six.

The fourth Area of Special Emphasis, on the College's financial position, was drafted by the retired Vice President for Finance and Administration, Mary Jo Maydew, in frequent consultation with the current Vice President, Ben Hammond. They also wrote Standards Eight and Nine.

Standard Seven was written by Charlotte Patriquin, Chief Information Officer and Executive Director of Library, Information, and Technology Services (LITS). Standard Ten was drafted by Patricia VandenBerg, Executive Director of Communications and Marketing.

Completion of the forms was coordinated by Alison Donta-Venman, Director of Institutional Research. The E-Series forms were completed by Matthew McKeever, Associate Dean of Faculty, drawing upon information supplied by academic departments and programs.

The President's senior administrative team, called the Officers, served as the coordinating body for preparation of the Report. The Officers are the President, the five Vice Presidents, and six others whose advice and counsel the President seeks: two Senior Advisors to the President (one of whom also coordinates planning and accreditation and serves as Secretary to the Board of Trustees, and one of whom runs Complementary Program Development), the President's Chief of Staff, the Director of Government and Community Relations, the Executive Director of Communications and Marketing, and the Chief Information Officer.

All drafters consulted with others in producing their text, especially those writing about student learning, educational effectiveness, and the academic program.

In the run-up to our 2007 comprehensive evaluation, we realized that all of the Five Colleges were being evaluated within a year of one another. We found it helpful at that time, and again this past year, to gather representatives from Amherst, Hampshire, Smith, and Mount Holyoke to discuss comparative approaches to assessment and accreditation self-study on our campuses. Our discussions helped us think about best practices with respect not only to the Fifth Year Report, but also to learning goals and outcomes, to

assessment, and to educational effectiveness broadly understood. The four of us collectively hosted a wonderfully helpful two-day visit from Barbara Walvoord, and we intend to stay in touch as we move through the next steps in the accreditation cycle.

INSTITUTIONAL OVERVIEW

Established 175 years ago, Mount Holyoke is the world's longest-standing institution of higher education for women. Founder Mary Lyon argued that educating women was necessary for what she called "the great work of renovating the world."   From its beginning, Mount Holyoke has been dedicated to the complementary goals of academic excellence and purposeful engagement in the world.

The hallmarks of the Mount Holyoke curriculum include innovative courses, programs, and pedagogy anchored within a traditionally structured and frequently re-examined set of requirements; a commitment to student learning made manifest in close student-faculty connections at all levels and particularly in the College's culture of student and faculty research; a historic strength in the sciences and humanities and a more recently developed strength in the social sciences and in interdisciplinary fields; a curriculum in conversation with the world beyond our campus, beyond our locus in New England, and beyond the United States; the respect of faculty for students' work and students' choices; and a historic but continually updated understanding that we are educating students to engage the world with intention and with purpose.

Mount Holyoke has also long aspired to educate the whole student, to view students' education developmentally, and to connect the curricular and the co-curricular. These goals are embodied in our focus on finding educational opportunity in every corner of students' lives, and particularly in a focus on creating dialogue in which students must not only form and articulate their views, but also take account of the perspectives of others.

The Mount Holyoke faculty is diverse in every way, productive beyond the standards of many first-rate liberal arts colleges, and—above all—very good at teaching. Students are talented, bright, high-achieving, dedicated to their academic and co-curricular work and to one another, and remarkably diverse. Students of color and international students make up a larger percentage of the student body than at many peer colleges, and the socioeconomic diversity of Mount Holyoke students is notable and long-standing. Members of the staff are capable and dedicated partners with faculty and students in the educational enterprise and the many functions that support it.   The community is rounded out by a worldwide network of some thirty-five thousand alumnae, living and loyal embodiments of a Mount Holyoke education. Alumnae actively volunteer to support the College in recruitment, retention, mentoring, internships, and fundraising for student scholarships as well as annual and campaign funds. The College's educational offerings, co-curricular life, and support functions are much enriched, and rightly becoming even more so, by membership in the Five College Consortium.

Mount Holyoke is two years into the presidency of Lynn Pasquerella, a graduate of the College, whose chief goals are to maintain and further enhance the excellence of the faculty, students, and academic offerings; to support development of initiatives building on that excellence, especially initiatives that bridge curriculum and career; to ensure the long-term financial sustainability of the College; to foster a sense of community and common purpose on campus; and to build visibility through regional, national, and international efforts to tell the impressive Mount Holyoke story. A two-year strategic planning process, deeply engaging for the community generally and the faculty particularly, has produced a blueprint of goals, strategies, and steps for the next several years as well as an ongoing structure for assessing and, when circumstances warrant, modifying those strategies.

<u>A Note on Complementary Program Development / Mount Holyoke Extension</u>

This new initiative, about which NEASC officials have been consulted, is mentioned several times in the pages that follow, and is the chief vehicle by which Mount Holyoke is approaching the third of the four strategies—gain new revenue from new markets—in its strategic planning blueprint. We introduce it here to give context to the later references.

With the arrival of Lynn Pasquerella in 2010, Mount Holyoke created a new unit called Complementary Program Development (CPD) to develop new revenue streams and to develop and operate new programs that are aligned with the College's mission.

CPD is funded outside the operating budget, and is obliged to repay the College its startup funds as well as all eventual net revenues. It operates fairly independently from the rest of the College, but is woven into governance structures at critical points, e.g., financial oversight, hiring, credit-bearing course approvals, and strategic priority setting. There is an Oversight Committee currently consisting of the Executive Director of CPD, the Vice President for Academic Affairs, the Vice-President for Finance and Administration, the Vice President for Enrollment, the Director of Communications and Marketing, and two faculty members.

In 2012-2013, CPD will be creating Mount Holyoke Extension, which will be offering both credit and non-credit bearing courses for non-traditional audiences. Credit-bearing courses will require the approval of a separately constituted committee consisting of the Registrar and no fewer than three faculty members. To date, CPD has launched a series of programs in three areas: graduate and professional education, international programs, and summer programs. Its future directions remain unclear at this early date, and will no doubt be determined by the relative performance of its initial pilots, larger institutional priorities, and opportunism. At a minimum, the new Extension framework will be used to inaugurate a summer school in 2013 and to offer a series of continuing education programs for elementary and high school teachers.

<u>Abbreviations</u>

AHPC	The 2008-2009 Ad Hoc Planning Committee formed in response to NEASC's 2008 emphasis on assuring sufficient support for the College's curriculum.
APC	Academic Priorities Committee. Mount Holyoke's curriculum committee.
CBL	Community Based Learning
CPC	College Planning Committee
CPD	Complementary Program Development. See note in Institutional Overview.
Five Colleges	Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts at Amherst
Nexus	A curriculum-to-career program enabling students to link their liberal arts education with career goals and exploration. The program, which counts as a minor, consists of three academic courses, an internship or research project, and two half-courses on either side of the internship or research experience. The two half-courses, College 210 and College 211, are known as the pre-experience and post-experience courses.
SAW	Speaking, Arguing, Writing
Weissman Center	Home to four programs: Speaking, Arguing, and Writing (SAW), Community-Based Learning (CBL), English for Speakers of Other Languages (ESOL), and Teaching and Faculty Development Initiatives (TFDI)

AREAS OF SPECIAL EMPHASIS

1. Developing and implementing appropriate measures of student success in the academic major

In consultation with Commission staff, we have combined our report on this area with our response to the closely related questions posed by the Commission in the newly required section on Assessment, Retention, Student Success. See below, pages 41-48.

2. Assuring sufficient support for the College's interdisciplinary curriculum, particularly with regard to the demands placed on faculty time and effort

Mount Holyoke College has 51 majors, distributed across 29 departments and 9 interdisciplinary programs. Students are also allowed to design their own majors, with approval from the Dean of Studies. In addition, the College presents students with a wide array of possible minors. There are 52 departmental or interdisciplinary minors, 7 Nexus minors, 14 Five College Certificates, and a varying number of Thematic minors. This rich curriculum was commended by the NEASC visiting team in 2007, but it also led them to ask whether there is sufficient support for the curriculum, particularly with regard to the demands placed on faculty time and effort.

The NEASC team's question was no surprise to most at the College. Mount Holyoke's faculty is limited in size, and most members find themselves helping to manage several different areas of the curriculum. Most faculty welcomed the questions NEASC raised and the elevation of this topic to an Area of Emphasis. The Dean of Faculty sponsored a faculty retreat in February 2008 to consider the "Summary: Strengths and Concerns" section of the visiting team's report. As an outgrowth of that retreat, the Dean of Faculty and the Academic Priorities Committee (APC) convened an Ad Hoc Planning Committee (AHPC), which was asked to "identify four to five large topics related to curricular complexity and, more generally, the work of the faculty and its relationship to the institution." The AHPC was asked to gather information and organize forums on such topics as the external environment and admissions, outcomes, the organization of faculty work, the idea of a world college, and curricular enhancements.

This committee was made up of faculty from departments across the curriculum. It met extensively over the course of the summer and the fall semester in 2008, organized several focus groups comprised of a variety of faculty, students, and administrators, and convened a faculty retreat in January of 2009. The data collected during all of these meetings was analyzed and released as a set of three linked reports, which are included in an appendix.

The Ad Hoc Planning Committee's conclusion seemed at first glance counter-intuitive, but was actually complex and nuanced. The committee:

> "determined that the College does not have a curricular complexity problem. We have concluded that we do have a *governance* problem that keeps us from fully taking advantage of the richness of our curriculum. We presently lack the ability to set and implement curricular priorities that make the curriculum sustainable, that make it appropriately responsive to the outside world, and that make curricular objectives clear and compelling to ourselves and our students (including prospective students)."

Two main findings led to this conclusion. First, in comparison with many peer institutions, Mount Holyoke does not offer an excessive number of majors. Most small liberal arts colleges offer over forty majors, since

the students applying have a wide variety of interests that colleges seek to support. Most offer a core set of disciplines that comprise the bulk of liberal arts studies in the U.S., with a particular smaller set of majors in addition that are more particular to that institution. In offering a small number of programs that our peers do not, we have established a small niche in the market that attracts particular students to Mount Holyoke. For example, one of our interdepartmental, interdisciplinary programs is the Romance Language and Literature major. This program is staffed by faculty from the French, Italian, and Spanish departments, and draws also on Portuguese instruction at the University of Massachusetts. In interviewing seniors, the faculty in the program discovered that many of their majors came to the College specifically to study in this program. While it would always be possible to have students construct a self-designed major such as this one, it would not be the same experience that our students have in declaring a formal major. Students would not be part of a cohort of similarly minded students who had come to the College intending to major in this field, and would not have the clear academic support that selecting an established major provides.

Second, the AHPC was told by faculty that the size of the curriculum was a direct result of the interests of faculty and students in promoting new academic areas of interest. The fact that the College's curriculum is not contained solely within departments allows faculty to create majors around academic interests without having to first establish a full academic department. As such, no faculty felt that any of *their* particular affiliations with majors and interdisciplinary programs were problematic. When asked directly, no faculty volunteered any program they were involved in as overly taxing on their administrative or service time. They often expressed the desire that more resources could be devoted to each of the curricular areas in which they participate. However, the lack of resources was not in and of itself a reason for cutting back on the curriculum.

What was clear from the focus groups was that most faculty felt that there were few ways for larger curricular discussions to occur. There was broad agreement that collective decision-making and collective action related to the curriculum would be in the best interests of the faculty and students. Moreover, the faculty who attended the retreat were willing to cede some autonomy in the planning and execution of the curriculum, and thought that granting more authority to the Dean of the Faculty, chairs, and potential divisional deans would be best if it would result in curricular innovation and improvements.

Based on this finding the committee proposed three alternative changes to the College's governance structure that could serve to institutionalize a set of practices for curricular planning. The three alternative models considered were: (1) a re-chartered Academic Priorities Committee that prepares curricular innovation to present to the faculty for a vote in faculty meeting, (2) a re-chartered APC that has the authority to make curricular change, and (3) a Faculty Senate that has similar authority. Any of these bodies would, at a minimum, be charged with setting curricular priorities and long term planning, and then charging others (deans, chairs, etc.) with implementing eventual goals. After much discussion, the faculty voted for the first option. The revamped APC has five (up from four) faculty members, with one faculty member each for the Humanities, Social Sciences, Sciences, the Arts, and the Languages. Much of the work of evaluating courses and changes to the curriculum now occurs in subcommittees, leaving the committee free to discuss more general curricular issues.

There has also been greater attention paid to the issue of running programs because the College has developed new curricula since 2008. One example is the creation of Nexus minors, which are organized around an intellectual field and require both course work and an internship, research project, or other "experience."[1] This innovation in the curriculum was partially funded by a grant from the Mellon Foundation. In creating tracks within the Nexus program the College relied on faculty to develop the structure of the minors, but also hired a coordinator for the program. Furthermore, it has enhanced support for offices

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[1] There are currently seven approved Nexus tracks: Education and Society; Engineering; Global Business; Journalism, Media, and Public Discourse; Law and Public Policy; Non-Profit Organizations; and Sustainable Development.

charged with obtaining external internships for students, and has made funding such internships a priority in fund-raising.

A second example of curricular innovation is the creation of thematic minors, an addition also made possible by a grant from the Mellon Foundation. These minors are a collection of courses that focus on a particular interdisciplinary topic. Examples have included Comparative Empires, Memory, and Food. These minors consist of a gateway course followed by three additional courses approved by a faculty advisor associated with the minor. These minors, however, remain in the *Catalogue* only when there is faculty interest in teaching the gateway course. When these resources are not available, due to changing interests or leave patterns, the thematic minor is not offered. Thus it is possible to maintain an innovative and diverse curriculum, one that reflects both student and faculty interest, without locking faculty into maintaining an ever-growing set of administrative entities to support that curriculum.

A third example of College curricular structures that require minimal faculty oversight is the creation of multiple majors that are run within the same program or department. An interesting recent example of this initiative is the creation of four separate Asian Studies related majors. Faculty in this program had been told by students that the term "Asian Studies" was too general, and was not sufficient for signaling to graduate schools and employers the types of specific skills that students had gained in their studies. To make the title of the students' major better match the academic work students had undertaken, the faculty in the program decided to create four separate majors reifying already existing tracks: East Asian Studies, Middle Eastern Studies, South Asian Studies, and Asian Studies (trans-regional). The administrative structure remains the same, but students now have more explicit guides for specializing within one particular area of Asia, and more explicit recognition of their choices, if they prefer. This allows for more flexibility in the major while creating only minimal administrative burden on faculty.

Finally, the College has incorporated review of the academic program into the new process of strategic planning. In the summer of 2011 one of the four planning task forces, the Academic Core Task Force, focused explicitly on this issue. The committee's recommendations addressed the equitable distribution of workload across the faculty, and echoed the AHPC's call for better curricular planning across the College.

The College has made good progress in addressing the issue of the administrative burden of a complex curriculum on the faculty. The situation remains, however, less than optimal. There are still a relatively large number of programs, and faculty still feel burdened by administrative work. The College needs to continue broad-ranging discussions of the future of the curriculum to better resolve this issue.

One hope is that the APC will be able to more directly lead such discussions. While this committee has been reconfigured to allow for more wide-ranging discussions of the curriculum, it has proven difficult in practice to engage in such discussion for two reasons. One is that discussions of this sort represent a large cultural change for the faculty, both for the representatives on that committee and for the faculty as a whole. Mount Holyoke has a strong tradition of faculty governance, which historically operates in a diffuse manner across the faculty. Having one committee lead discussion based on its own deliberations has proven to be a challenge given this tradition. The second is that while many of the duties of the committee can be taken care of in subcommittees, there are still many matters that have occupied the committee's time over the past three years. The College is currently engaged in long-term strategic planning, and the AHPC proposed many objectives for the APC to pursue. The APC has been very productive, but has had too little time to discuss more long-term strategic curricular transitions.

It is also a challenge for faculty at the College to imagine closing down programs in which they are involved. Over the last decade only two programs have officially been taken out of the *Catalogue*: American Studies and European Studies. Both of these programs involve areas of study that students can now undertake within

other majors at the College. The growing trend of interdisciplinarity within academic fields has meant that faculty, in particular faculty more recently hired by the College, are comfortable doing interdisciplinary research within their departmental and disciplinary homes. Students likewise often find themselves able to do this as well, and so have found fewer reasons to major in cross-disciplinary programs such as these two.

Related to the challenge of program viability is the question of the role of permanent versus visiting faculty in maintaining the curriculum. Over time the College has supported those programs and departments with fewer faculty members by hiring visitors to cover courses required by the major. This was often done on top of replacing faculty on sabbatical. The end result for some programs is that they were being primarily staffed by visitors. This compromises what we promise to prospective students about the curriculum, and is less sustainable financially.

In 2012-2013 the faculty, through its departments and the APC, will consider the extent to which programs can rely on visiting faculty. The faculty is expected to consider either closing those that cannot or merging them with departments. The faculty will consult with the head of the enrollment division in doing this work, so that curricular goals are well aligned with prospective students' interests, and the College understands the effectiveness of its different majors in setting students on rewarding trajectories after college.

During the past two years, a series of discussions among members of the various language departments has begun to plan for a possible department of Language, Literature, Culture. This sort of initiative, which would encompass several departments with similar concerns in order to provide faculty members in shrinking areas with a re-energizing home, guarantees that important fields of study do not disappear. While some current departments such as Russian or German Studies could be eliminated, the languages would not. Over time, the new department would facilitate the ebb and flow of interest in given languages, while assuring access to as many languages as possible at all times. A flexible, interdisciplinary department such as this more accurately reflects the work of contemporary scholars and better serves the rapidly shifting needs of the College and our world. This option will continue to be pursued by the Dean of Faculty's office in the next two years.

Discussions will also further incorporate the Five Colleges into the future of the College's curriculum. It is becoming more difficult for all five colleges to independently support a full range of fields within their own offerings. Once again, the languages offer a case in point. Traditionally, liberal arts colleges in the U.S. supported the study of European languages, which in the case of Mount Holyoke included seven languages across five departments. Over time Asian languages were added to the curriculum; however, nearly all (four out of five) are taught in one department, Asian Studies. In recent years languages have also been taught by cooperatively hiring lecturers to teach them at the Five College level. Through the Five College Center for the Study of World Languages, Mount Holyoke also has the ability to offer students different levels of instruction in an additional 34 languages in the upcoming year. It is becoming increasingly clear that discussions of the future of language instruction must occur at a Five College level. The trend of forcing languages of more recent interest to stay at the Five College level while more traditional European languages remain within their own departments is not sustainable and needs to be addressed. External organizations, such as the Modern Language Association (MLA), have also made it clear that language instruction should be better embedded within the liberal arts as a whole. The College will need to pursue these ideas further.

In 2012-2013 the faculty, through the Faculty Workload Committee, will continue to measure and adjust faculty workload. This process has already started with a new annual form on which faculty can report consistent data in consistent ways, and the process will continue with an evaluation of current faculty workload and the establishment of workload norms across the College that best balance faculty research and teaching productivity.

Faculty time and effort is required not only to sustain the curriculum, but also in the various governance structures that serve as a kind of meta-curriculum, a set of conduits for faculty deliberations about the curriculum. We have talked in this section about the APC as one such conduit; we will talk in Standard Two about the planning process as another; we will talk in Standards Four and Five about still others. Yet another conduit will be piloted in the upcoming year: a Joint Leadership Council composed of six faculty members and six members of the President's senior staff, including the President herself, meeting monthly to discuss matters of mutual concern and especially the processes of shared governance.

Some of the themes of this second Area of Emphasis, as well as the entirety of the first Area of Emphasis, are picked up in the Educational Effectiveness section.

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3. Achieving its goals for retention and graduation

As the Commission noted in its April 2008 letter continuing Mount Holyoke's accreditation, by national standards our first-to-second year retention and graduation rates are impressive. Against our COFHE peers, however, we fare less well. Given the significant investment and the hard work of enrolling students, and the negative impact of low rates on morale and rankings, the College has committed to improving both retention and graduation. The S Forms, especially Form S1, show steady gains: retention moving from 88.3% to 91.7% and graduation from 82.5% to 84.9%.

In the spring of 2011, the Advisory Committee on Admissions and Financial Aid identified advising—especially first-year advising—as one of the keys to retention and graduation, and devoted its work to the topic. In order to take a full inventory of all things related to advising and the first-year experience, the Director of Institutional Research was asked to repeat part of the large-scale study done on retention in 2006. The results were similar to the original findings. For example, international students and students who take a first-year seminar are unlikely to transfer or leave, while students who apply for a room change or who have an unplanned dip beneath 16 credits (the normal semester load) are more likely to transfer or leave. While the Committee outlined a number of important ways to educate advisors and equip them with tools to navigate this tough terrain, it was clear that a warning system could go a long way toward catching and retaining students early.

This work dovetailed nicely with the strategic planning process, which by the end of 2010-2011 had identified admission and retention as one of four critical areas for strategic attention. The Strategic Planning Committee created a Task Force on Admission and Retention, charging it with addressing an array of enrollment matters including financial aid, tuition pricing, marketing, and programs in the first two years that foster students' connections with the College. The faculty Chair of the Advisory Committee on Admissions and Financial Aid was asked to chair that Task Force. This wise move allowed the conversation to continue throughout the summer of 2011 and ultimately brought the results of the work to the faculty and the Board of Trustees in 2011-2012.

Retention Alert
Mount Holyoke has taken a number of approaches over the years to retention. The successful First Year Seminar program, now a focus of both retention and advising, in fact grew out of a retention initiative. But we are still losing students we might not have lost had their concerns and challenges surfaced early enough for the College's many support structures to kick in. One new focus of our efforts is a piece of technology, appropriately named Retention Alert, which we believe will help deliver the results we seek. Members of the Admissions and Financial Aid Committee met with representatives from our student information system provider, Datatel, to discuss Datatel's Retention Alert module. Based on the recommendation of the

Committee and the Task Force on Admission and Retention, we are purchasing and implementing the module in the summer of 2012. Members of the College community will work closely with a Datatel consultant to build the early warning system so that faculty, staff, student advisors can be alerted if a student requires some help or support. Protocols will be established, chiefly by the Dean of the College's division and intensively over the coming year, to respond consistently and effectively to a variety of student issues. Retention Alert will also allow the College to study and support students by cohort. Examples of cohorts of particular interest are the Posse Scholars, a group of about ten students who enter each year from Miami high schools as an already-formed "posse," and the 21st Century Scholars, merit-aided students who enter with outstanding records of scholarship and cocurricular achievement and show, as do the Posse Scholars, considerable leadership potential. One could imagine using Retention Alert to view the progress of Posse Scholars or 21st Century Scholars. The system will also improve the quality of the student record as it provides a central place for advisors to record interactions with students and results of their work together.

Advising and First-Year Seminars

Additional research commissioned by the Committee on Admissions and Financial Aid further highlighted the impact, effectiveness, and success of First Year Seminars. As the Committee brainstormed a new advising model, it imagined the FY Seminar as a base onto which a "fourth hour" could be added to address the needs of a student in transition from high school to college. The fourth hour could include opportunities to identify values and goals, to plan, to discuss faculty expectations, and to learn how to make best use of such College resources as the Library and the Speaking, Arguing, and Writing Center. Such a supplementary class hour has already been piloted in 2011-2012, under the supervision of the Director of the Weissman Center and the Dean of Studies. It will expand to reach all students taking first-year seminars this coming fall. Our research also showed the Committee that, while faculty and staff tend to think of a student as having a single academic advisor, the students themselves identify a wide range of individuals as advisors. Our current thinking involves assigning a variety of individuals to each seminar so that the student can be known to and supported by individuals who would have a very good sense of their progress in class.

Territory Management and Retention

Staff in Admission will now be asked to meet with students from their territories once those students are on campus. Theme gatherings—South of the Border or West of the Rockies—will provide students with new connections to MHC and home, and give admission staff a chance to see how students are progressing and to meet contacts for prospective students from the same region. Most importantly, the class advisors in the Dean of Studies' office will be welcome to join in, building new connections between Admission and the Dean of Studies and providing an informal way for the class advisors to meet their students.

Students of Concern

Retention and graduation rates are impacted by student well being. In keeping with national trends, the Mount Holyoke Counseling Service continues to experience high demand for services and increased severity and acuity of psychiatric issues. In response to the need to monitor the ways student persistence is informed by health and wellness, and to scaffold student academic success, the Division of Student Affairs developed a team of Deans and Directors that meets weekly to assess and support individual students who are at risk. The group has begun a review of all campus leave polices and processes to return. This has already resulted in an "intent to return" intervention for students who have been on an extended leave from the College. The team will collaborate with Admission colleagues to review concerning trends of incoming classes and use the information in planning.

Graduation

The Registrar and the Vice President for Enrollment have begun to identify the categories of students who do not graduate so that Retention Alert systems can be built to catch these students before they are beyond our institutional grasp. A recent reorganization in the Dean of Studies Office moved a highly successful and highly

interactive Dean of First Year Studies to the position of Class Advisor for Seniors. We believe that many of the strategies this individual used to retain first year students will have a positive impact on graduation.

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4. Continuing to maintain a strong financial position while addressing programmatic needs, financial aid needs, and deferred maintenance

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Since the College's 2007 self-study, the United States has experienced a major recession and a slow, extended recovery that is still in progress. The recession had a significant impact on the College, both because of its negative impact on revenues and because it exacerbated some of the challenges on the expense side with which liberal arts colleges in general and Mount Holyoke in particular continue to grapple.

Like most private colleges and universities, Mount Holyoke saw declines in all of its major revenue streams. Gifts and grants were the first impacted, with annual giving declining from $17.5 million in FY2007 to $14.6 million in FY2009. In the subsequent years, contributions have rebounded and are budgeted at $18.7 million in FY2012.

Endowment market value dropped substantially as well, from a high of $663 million on May 31, 2008 to a low of $471 million on February 28, 2009. Since that time, the endowment has rebounded and totaled $604 million on March 31, 2012. The volatility in the endowment market value did not significantly impact the operating budget due to the smoothing provided by the endowment spending policy, aided by the good fortune of having been at the low end of the range just prior to the recession. This enabled the College to continue drawing from the endowment for operating purposes as planned and doing so within the spending policy range. Also important in managing successfully throughout this period was that the College was able to maintain adequate liquidity while providing the distributions needed for operations without disrupting its asset allocation or selling assets at inauspicious times.

Net student charges revenue has been a particular challenge for Mount Holyoke during the past five years. The College came into the recession with relatively high tuition levels and with a higher discount rate (financial aid as a percentage of tuition revenues) than its peers. The recession and its aftermath exerted increased downward pressure on tuition increases and caused the discount rate to increase rapidly, reaching 55 and 56% in the past two years (see the chart in Standard Nine).

Through a concerted program of expense reduction and careful budget control, the College has been able to maintain balanced budgets throughout this period, to continue to support full funding of demonstrated financial need, and to maintain the breadth and depth of the academic program. Given that the College has been through several rounds of cost reduction in recent years, the remaining cost structure is lean for our cohort. As a result, some of the tactics used to achieve balanced budgets were short term fixes that cannot be sustained in the longer run. Most notably, higher paid employees (those earning over $60,000 annually) did not receive salary increases in two of the past three years (though salary increases in the range of 2% have just kicked in for 2012-2013), and the level of investment in the College's physical and technological facilities has been reduced.

In recognition of this reality, and the more general need to refresh and refocus institutional goals, the College has spent the past two years on strategic planning. The goal is to address the structural deficit over a five year period while continuing to balance the operating budget annually.   The process and early outcomes of the planning process are discussed elsewhere in this review.

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Mount Holyoke sees all four of these Areas of Emphasis as matters for ongoing attention, so much so that they are each built, in one way or another, into "Save, Simplify, Redirect," the strategic planning blueprint described in several places in (and appended to) this report. In a sense the four strategies in the blueprint are the areas of emphasis we have set for ourselves as we pass through this interim year in NEASC's ten-year cycle and move into the next five-year span.

THE STANDARDS

STANDARD ONE
MISSION AND PURPOSES

DESCRIPTION

At the time of our 2007 Self-Study, the College's one-sentence mission statement was a decade old but still serving us remarkably well as a concise description of the six main features of a Mount Holyoke education: academic excellence, liberal arts, diverse community, residential learning, women's education, and purposeful engagement.

> *Mount Holyoke College reaffirms its commitment to educating a diverse residential community of women at the highest level of academic excellence and to fostering the alliance of liberal arts education with purposeful engagement in the world.*

APPRAISAL

By mid-2010, however, as a new strategic planning effort was launched by a new President, a new Board Chair, a new Strategic Planning Committee, and an administrative team in transition, Mount Holyoke's splendidly concise mission statement looked in need of some revising and refreshing. Two years later, there is not one element of the six that is not being reviewed or rethought in some way.

- Academic excellence remains Mount Holyoke's highest priority, but we have opened an overdue and difficult conversation about how we define and measure it, how we sustain and nurture it, and how we pay for it.

- We have worked in the past to foster *in students* the alliance of liberal arts education with purposeful engagement in the world; we are now developing a more deliberate and rigorous set of steps to foster that alliance *through the curriculum* as well. We are answering the question we posed to ourselves in the 2007 Self-Study: "How do we best capitalize on our pioneering role in women's education to help today's young women more intentionally integrate their academic experiences with what they hope to accomplish in the world?" While we are still working out the details of a robust new Curriculum-to-Career (C2C) program, our planning process has made clear that an essential strategic priority for the immediate future must be a freshly conceived, fully developed, appropriately supported, and aggressively marketed program that bridges a core foundational education in the liberal arts and sciences with deliberate, intentional, and practical preparation for success after graduation. Such a program is essential to attracting and retaining the students we seek, educating them to prosper in the 21st century, and aligning the College's offerings—both curricular and co-curricular—with its mission of purposeful engagement in the world.

- Mount Holyoke has long been, and remains, a remarkably diverse and inclusive community. Diversity and inclusion are educational values here, as well as community and demographic ones. It takes continual vigilance to maintain a truly diverse community, especially as social media expand and redefine our sense of what a community is and can be. The 2005 report of the Presidential Commission on Diverse Community is outdated and, to many, forgotten or unknown. The President has charged the Dean of the College with forming and chairing a new Presidential Commission on Diversity and Inclusion, to commence work in Fall 2012.

- Residential learning has shaped the identity and legacy of Mount Holyoke College for generations of students, alumnae, faculty, and staff. While we have every reason to believe, and wish, that the core undergraduate experience will remain a residential one, the College is actively exploring means of delivering educational offerings that do not require a student to be always physically present in South Hadley. Online and hybrid courses, collaborative programs with colleges in other locations, and short courses taught off campus are all possibilities under consideration—or in some cases underway—by faculty in the undergraduate core and by the staff of Complementary Program Development (CPD).

- It has become standard for Mount Holyoke to look at its mission as a college for women as part of strategic planning. This approach routinizes the matter, reducing the alarm such a conversation can engender in students and alumnae if it were broached only rarely. The 2010-2012 planning process took up a more specific and data-based question than previous investigations have asked: what are the likely financial costs and benefits of admitting men to the undergraduate degree? The question came from a sense, especially among some members of the faculty, that coeducation, whatever its other advantages and disadvantages, might be a sound approach to financial sustainability. A subcommittee of one of the planning task forces issued its findings in January 2012. The most realistic financial model, the subcommittee reported, would not produce an increase in revenue substantial enough to meet the College's revenue targets while also covering the costs of coeducation. The faculty discussed the report in open meetings and on line; the Board of Trustees reviewed the work of the task force and met with its members. At the end of their February 2012 meeting, the Board reaffirmed its commitment to educating women.

The 2010-2011 Strategic Planning Committee took a step toward refreshing the College's mission statement by offering this description:

> Mount Holyoke is recognized nationally and internationally for the excellence of its academic programs and for its conviction that educating women is crucial to the welfare of the world. By forging the alliance of a liberal education with purposeful engagement, we foster and inspire a community of thinkers who understand how to identify and respond to complex problems. Mount Holyoke integrates an extraordinary learning experience with a dynamic co-curricular environment and a distinctively inclusive community of faculty, students, and staff. This integration endures beyond the College gates and prepares students for leadership and success in all aspects of their lives.

PROJECTION

But that description is not yet a proper mission statement. The 2011-2012 College Planning Committee concluded its May 2012 report by proposing such a statement. The 2012-2013 CPC will ask the College community to endorse the following statement, or a revised version of it, and present it to the Board for adoption.

> *The mission of Mount Holyoke College is to provide its students with an intellectually adventurous education in the liberal arts and sciences through academic programs recognized internationally for their strength and range; to draw students from all backgrounds into an exceptionally diverse and inclusive learning community with a highly accomplished, accessible, and committed faculty and staff; to continue building on its 175-year-old legacy of leadership in the education of women; and to prepare students, through a liberal education bridging curriculum and career, for lives of thoughtful, effective, and purposeful engagement in the world.*

STANDARD TWO
PLANNING AND EVALUATION

DESCRIPTION: PLANNING
Over the past five years, Mount Holyoke has concluded its *Plan for Mount Holyoke 2010* and launched a new integrated planning process linking strategic planning, annual planning, and the NEASC reaccreditation cycle. The final year of the *Plan for 2010*, coinciding with the end of the fourteen-year presidency of Joanne Creighton, brought with it a sense of great accomplishment across all dimensions of the College, including an enduring sense that planning is the most effective way to focus the energies of the community toward common goals. The first year of the current planning cycle was launched with President Lynn Pasquerella's first letter to the community in July 2010, when she said that her "goal is to implement an integrated planning process that engages all members of the community and which builds upon the substantive work already done by the members of Planning and Budgeting, the Academic Priorities Committee, the Faculty Conference Committee, the AAUP and other groups across campus."

The new President's two Senior Advisors, working in consultation with faculty members, staff, and trustees, drafted for the community an *Institutional Planning Process* proposing a strategic planning cycle that uses research-based needs assessment to identify the College's most important goals, and that builds regular assessments of progress into an annual planning cycle. The process integrates strategic and financial planning into a cycle designed to work like this:

1. Research and Analysis informs →
   2. Strategic and Financial Planning, which informs →
      3. Operational Planning and Budgeting, which informs →
         4. Reaccreditation Reports and Self-Study, which in turn inform →
            1. Research and Analysis, and so on cyclically and recursively

To support this robust planning function, the Institutional Research Office gained a second staff member and was moved under the Institutional Planning and Research operation of the President's Office.

By the end of the 2010-2011 year, a Strategic Planning Committee of students, staff, faculty, administrators, alumnae, and trustees had developed three strategic goals and launched four task forces charged with making concrete operational recommendations in four areas of focus: curriculum-to-career, new markets, the academic core, and advising and retention. During the year just ended, 2011-2012, a smaller College Planning Committee, a number of faculty committees, and several working groups have fleshed out the most promising of those recommendations, understood as those steps which are most likely to bring us most quickly to our overarching goal of being a better and more financially sustainable Mount Holyoke.

APPRAISAL: PLANNING
It will take a full five-year planning cycle to be sure the College's approach and procedures for strategic and annual planning are right for the times, but we can draw a few conclusions now. Among the strengths and successes of the planning process are the enhanced institutional research function, the wide community engagement including not only students, faculty, and staff but also alumnae and board members, and the transparency of information about the College's financial and enrollment profiles. Among the challenges either exposed or created by the process are a governance system in need of refreshing, a financial focus that fosters both creativity and concern, and the need for more clarity about decision-making authority. The planning process relies on collaboration and consensus, but at certain points, understood by all, choices and decisions must be made. The Mount Holyoke community understands this principle, but is less certain of how to play a role in making the principle work on the ground. New leadership has brought new approaches to

planning, not just in the President's Office but also in the academic, financial, and student affairs vice presidencies.

PLANNING ⟷ EVALUATION

Mount Holyoke's operations reflect increasing awareness that planning and evaluation are part of the same construct. The "assessment loop" is captured in the third of our three strategic goals: "Mount Holyoke will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved."

DESCRIPTION: EVALUATION

The Officers and Trustees regularly review a dashboard of strategic indicators focused especially on finances, enrollment, and faculty. Academic departments are reviewed by outside teams on a ten-year cycle, as are the College's three Centers. Faculty have post-tenure reviews as well as extensive reviews at reappointment, tenure, and promotion. A staff performance management system, long on the books but not used consistently throughout the institution, has been redesigned and is now mandatory. Assessment of teaching and learning outcomes is a large focus of the Weissman Center, every academic department, and increasing numbers of individual faculty members who are specifying learning goals for many courses. The Office of Institutional Research conducts, or supports for others, a large number of surveys and other forms of data collection, ranging from student satisfaction surveys to employee surveys about work-life balance, all designed to help College offices and faculty improve operations and offerings. We are currently implementing a Data for Decision Making (DDM) Project, which aims not only to improve current processes such as enrollment and registration, but also to directly support strategic planning. The project involves developing a data warehouse and implementing a software tool (Business Objects), which will allow for immediate access to information for real-time analysis and robust reporting.

APPRAISAL: EVALUATION

Measuring student success in the academic major is an area of special emphasis in this report, as is the related goal of improving retention. Assessment of student learning is also covered at length in the Assessment section. Overall, Mount Holyoke regularly and systematically evaluates, especially through its various planning process, the achievement of its educational mission and purposes. If not yet fully pervasive, the culture of assessment is increasingly robust on campus. A mark of our progress is that much of the assessment conversation is no longer about why or whether to assess educational effectiveness, but about how best to do so in a way that produces what we need to know in order to improve. The challenge is, as we noted in our 2007 Self-Study, ensuring that assessment mechanisms fit the project being assessed and give reasonable promise of producing useful information at reasonable cost in effort and dollars.

PROJECTION: PLANNING AND EVALUATION

A set of campus-generated and Board-endorsed goals, strategies, and steps for the next several years are described in detail in the College Planning Committee's final report, "Save, Simplify, Redirect: Strategic Planning Blueprint" (see Appendix B). The core blueprint is this:

GOALS

ONE   Mount Holyoke College will demonstrate a deep and abiding commitment to a liberal education grounded in the arts and sciences which prepares the next generation of women leaders for life, profession, and service through purposeful engagement with the world.

TWO   Mount Holyoke College will develop and begin to implement a financial model that is sustainable and achieves the College's goals while continuing to produce a balanced annual operating budget.

THREE   Mount Holyoke College will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved.

STRATEGIES AND STEPS

1. Enhance the value of the core undergraduate offering in the liberal arts to students and their families.
    - 1A. Curriculum to career.
    - 1B. Enhanced advising.
2. Lower the cost structure of the College.
    - 2A. Distribution and other College-wide requirements
    - 2B. Rightsizing
    - 2C. Faculty course load and workload equity.
    - 2D. Reduced cost of administration.
3. Gain new revenue from new markets.
    - 3A. Graduate and professional education.
    - 3B. International education.
    - 3C. Summer Mount Holyoke.
4. Optimize net tuition revenue.
    - 4A. Slow tuition and fee increases.
    - 4B. Strategically optimize financial aid.
    - 4C. Further prioritize net tuition revenue.

STANDARD THREE
ORGANIZATION AND GOVERNANCE

DESCRIPTION

With its appointment in October 2009 of the College's eighteenth president, Lynn Pasquerella, the Board of Trustees fulfilled the most important of its functions. The Board elected a new Chair to begin with the new President's arrival in July 2010; that new Chair, Mary Graham Davis, as well as the outgoing Chair, Leslie Miller, had each served on both the Board's presidential transition committee and the College's presidential search committee.

In October 2011, the Board of Trustees revised and updated its bylaws, adding a new Committee on Institutional Risk and codifying the membership and responsibilities of the Five Colleges and Technology Committee and the Investment Committee. In June 2012, the College's Board of Trustees and the Alumnae Association's Board of Directors approved a new agreement covering the key points of the relationship, especially the financial points, between the two organizations.

President Pasquerella has made new appointments as well as structural changes in her senior team since assuming office in 2010. Chief among the appointments are a new Vice President for Finance and Administration, an interim Dean of Faculty from within the College, a new Dean of the College, and a Vice President for Enrollment who had been the Dean of Admission for fourteen years.[2] Within her own office, the President established Complementary Program Development, headed by a Senior Advisor to the President, to generate alternative sources of revenue through programs aligned with Mount Holyoke's mission. She also established within her office an ongoing strategic and annual planning operation, headed by a second Senior Advisor to the President and linked to the existing institutional research function as well as to the Board and the senior administrative team. To manage sharply increased outreach to local, regional, national, and international communities, she shifted a member of the Communications staff to a new role in the President's Office in government and community relations. And to help coordinate internal constituencies, operationalize an ethos of responsiveness, and lead a number of presidential-level strategic initiatives, she appointed a Chief of Staff.

The faculty, staff, and student governance structures remain essentially unchanged from 2007. At the center of the new planning function is a College Planning Committee, expanding every fifth year to become a Strategic Planning Committee, which as a College committee stands somewhat outside of, but closely linked to, the structure of faculty committees and of staff and student organizations.

APPRAISAL

Following the College's first presidential transition in a decade and a half, organization and governance have unsurprisingly and rightly come up for significant reappraisal. The Board has focused especially on four areas: strategic and financial planning, bylaw revision, Board renewal, and support and development of the President. The first two have been discussed in Standard One and in Standard Two above. Realizing that the Board faced significant impending turnover, the Nominating and Governance Committee established a set of priorities for new trustees and set about, with rapid and considerable success, to elect new trustees who embodied those priorities. Replacing departures and filling vacant seats, the Board added four new members in 2011-2012 and is adding five more in 2012-2013. The number of average years since graduation on the Board has been lowered significantly (one new Trustee is from the class of 2011, four are from classes in the 1990s, and two

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[2] These appointments replace, respectively, a CFO who retired after 24 years of distinguished service, a Dean of Faculty who took a long-promised sabbatical in 2011-2012 and was subsequently named President of New College of Florida effective July 2012, a Dean of the College whose three-year term came to its scheduled end, and a VP for Enrollment who took a position at Northeastern University.

are from the class of 1985), and the Board has covered priority professional categories such as social media, the arts, government, and consulting. In May 2012, the Board completed a thorough and positive evaluation of the President, focusing especially on Trustee appraisals but consulting also with the Faculty Conference Committee.

The two-year strategic planning process has uncovered, and perhaps contributed to, inefficiencies and broken links in the faculty governance structure. Among the areas of concern are communication between the administration and faculty committees, coordination and duplication between and among committees, and making shared governance concrete and understood by all.

PROJECTION

The Board, through its Nominating and Governance Committee, will continue to review and modify its priorities for new members, and will expand its assessment protocol to review Trustees themselves, individually and as a body, as well as the President, and to consult a wider swath of the campus community in its next presidential assessment.

The faculty is expected to review significant parts, if not the entirety, of its committee structure over the next few years. The College Planning Committee will codify its place within that structure and within the governance of the College.

In 2012-2013, the Interim Executive Director of Complementary Program Development (CPD) will take the lead in developing an appropriate governance structure for CPD that, while retaining Board oversight and presidential direction, gives CPD authority to develop and implement programs within its scope and mission.

The 2012-2013 search for a Dean of Faculty is critical not only to the academic program and the faculty but also to the larger structures of the College and the Board.   The planning process has kept academic planning at its center, with financial planning wrapped around that core. Mount Holyoke's academic leader has been, and will remain, central to our success.

STANDARD FOUR
THE ACADEMIC PROGRAM

Note: Some of the material here is also covered in the second Area of Special Emphasis and in the Assessment section.

DESCRIPTION

The Mount Holyoke liberal arts curriculum is designed to educate students for purposeful engagement in the world through innovative courses, programs, and pedagogy anchored within a traditionally structured set of requirements. Our commitment to student learning is made manifest in close student-faculty connections at all levels, particularly in the College's culture of student and faculty research, and a curriculum in conversation with the world beyond our gates, and beyond our nation.

There are five general categories of graduation requirements for the Mount Holyoke A.B. degree:
- the distribution requirement: three humanities courses split between two subgroups; two science or mathematics courses, one with lab; and two social science courses,
- three college requirements: a foreign language, a multicultural course, and physical education,
- the major,
- concentrated study outside the major: a minor (departmental, interdisciplinary, Nexus, or Thematic), an interdisciplinary major, or a Five College certificate,
- other elective course work sufficient to produce the 128 credits required for graduation, 64 of which must be outside of the major

Mount Holyoke College has 51 majors, distributed across 29 departments and 9 interdisciplinary programs. Students are also allowed to design their own majors, with approval from the Dean of Studies. The College presents students with a wide array of possible minors. There are 52 departmental or interdisciplinary minors, 7 Nexus minors, 14 Five College Certificates, and a varying number of Thematic minors.

The College offers a second Bachelor's degree program for graduates of other colleges and universities, dual degree programs in engineering and the health professions, and an array of non-degree programs: the post-baccalaureate studies program, a certificate program for international students, and teacher licensure programs preparing students for an initial license in levels and subjects from pre-kindergarten through twelfth grade. Additional programs are currently being developed by Complementary Program Development (CPD), such as a post-baccalaureate program in Art Studio. Mount Holyoke is accredited at the Master's level and offers the Master of Arts degree and the Master of Arts in Teaching.

The Academic Priorities Committee (APC) is charged with overseeing curricular planning and policy, making recommendations on the allocation of faculty lines, reviewing and transmitting to the faculty proposals for new and revised courses, and overseeing the work of the Academic Administrative Board (AAB) and the Committee on Graduate Work. Twice each year the Registrar brings the APC the slate of new and revised courses, which are reviewed first by a new course subcommittee of the APC, often with extensive editing, then by the APC itself, and finally by the Faculty.

Students are not given academic credit for experiential learning or internships as such, but credit-bearing independent study projects may emerge, usually in the semester immediately afterwards, from internships or other work with a practicum component. Students completing a Nexus minor are required to complete some form of experiential learning, and must take both a pre- and post-experiential course for two credits each. (The standard Mount Holyoke course carries four credits.)

The College's 2011-2012 enrollment, as reported on the Common Data Set, was 2316 full-time and 36 part-time degree-seeking undergraduates, and 10 full-time degree-seeking graduate students. An additional fifteen students are enrolled in courses but not admitted to degree candidacy. In May 2012, Mount Holyoke awarded 572 Bachelor's degrees, one Master's degree, and 24 Certificates for International Students. For the Class of 2012, the largest majors were Biology, English, International Relations, and Psychology. Small majors (fewer than five students) included African American Studies, Ancient Studies, Astronomy, Classics, Dance, Geography, Geology, German Studies, Italian, Latin American Studies, Physics, and Romance Languages.

Connected to and supporting the academic program are four Centers: the Weissman Center for Leadership and the Liberal Arts, which incorporates the Speaking, Arguing, and Writing Program (SAW), Community Based Learning (CBL), the ESOL program, and the recently developed Teaching and Faculty Development Initiatives; the Miller Worley Center for the Environment; the McCulloch Center for Global Initiatives; and the Science Center.

APPRAISAL
The College has several processes in place to evaluate the academic program in an ongoing, continuous fashion. The first is at the level of the major or minor. Faculty administering majors generally evaluate them each year using feedback from students, from external evaluations that occur at least once a decade, or in reaction to changes in an academic field. In any given year the APC evaluates five to seven proposals from departments or programs for changes in the requirements for their majors. New programs emerge from faculty and student interest. The largest curricular change in the past five years at the College, however, is the creation of the Nexus minors, and the embedding of more explicit curriculum-to-career programs. The initial structure for a Nexus track (a gateway course, a required internship or similar research experience, a pre-experience methods course, a post-experience course, and two additional courses) was the result of two faculty seminars charged with creating such a minor around the concepts of sustainable development and art and society.

Assessment of the academic program at the college level occurs through several processes. Faculty seminars and ad hoc committees look at different parts of the curriculum. These committees report back to the APC, which reports to the faculty as a whole. The APC also examines the curriculum. As described above (second Area of Special Emphasis), the APC was reorganized in 2009 to allow it more time to plan and carry out such assessment. Part of this evaluation involves external reviews of different aspects of the curriculum, an addition to the traditional process of having external evaluations only of departments or programs. In 2011 there were also four Task Forces, organized by the College Planning Committee (CPC) as part of the 2010-2012 strategic planning process, which considered points of curricular strength and weakness. While academic planning remains the purview of the faculty through the departments and programs, the APC, and the Dean of Faculty, our new approach to integrated planning means that academic and financial planning are increasingly closely linked through the coordinating functions of the CPC as well as the regular meetings of the College's Officers.

Two recent examples of the work of the CPC involve the academic program for first-year students and the College's distribution and graduation requirements. Regarding the first, the faculty and administration have been concerned over the experience of students in their first year here for quite some time. The self-study in 2007 and the report of the NEASC visiting team only reinforced the need to examine this issue systematically. There was a faculty seminar on teaching first year courses, organized by the Weissman Center. The first year program as a whole was evaluated by a committee organized by the APC in 2011. The strategic planning Task Forces, meeting intensively through the summer of 2011, also examined advising and degree requirements.

The Mount Holyoke faculty has also at several times over the recent past weighed the strengths, weaknesses, appropriateness, and effectiveness of both distribution and graduation requirements. This past April the

faculty discussed several options for simplifying the distribution requirements. This discussion was prompted by the Academic Core Task Force report from the summer of 2011. The faculty also discussed possible changes in the language and multicultural requirements. This summer, a committee organized by the APC is looking at creating learning objectives for the College as a whole, and their report will serve to better focus the discussion of distribution and graduation requirements in 2012-2013.

PROJECTION
One clear step forward is continuing the review of graduation requirements. This process will take as its starting point the report expected in Fall 2012 from the ad hoc committee examining College-wide learning goals. This document should provide the faculty with the ability to better match graduation requirements with the learning goals the faculty has set for the students. The APC will then make concrete proposals for changes in Mount Holyoke's requirements in 2012-2013 for consideration at faculty meeting.

The College will also explore the role of the academic Centers in the academic program. The external reviews of the Centers submitted to the College in the spring of 2012 will serve to better guide these discussions. One likely element of this will be the restructuring of the Weissman Center. The recently submitted report from the review team had several suggestions for streamlining the mission of this Center, and thus its functions, and these will need to be explored by the Dean of Faculty's office and the director of the Weissman Center in 2012-2013. Changes in the work and function of the Center may have ramifications for graduation requirements, particularly concerning the ways in which the Speaking, Arguing and Writing center will relate to graduation requirements.

The College will also continue discussion of simplifying the curriculum. This process was begun in earnest by the CPC, and was a central topic of the Academic Core Task Force. The hope is that in doing so, curricular requirements will better align with the College's mission, and a simpler curriculum will reduce the administrative burden on faculty. Discussion of this issue will continue in 2012-2013, directed by the APC and the CPC. The College will also continue to improve pre-major advising. One first step is the organization of a supplementary "fourth hour," taught in conjunction with first year seminars, that serves to introduce students to an array of aspects of the College. The success of this seminar will be evaluated in Spring 2013, to judge whether it should be continued.

DESCRIPTION

In 2011-2012, Mount Holyoke had 231 full-time and 52 part-time instructional faculty. Our instructional FTE, using the Common Data Set method of full-time plus one-third part-time, was 248. With a student FTE of 2328 (the 2011-2012 CDS count), Mount Holyoke has a student: faculty ratio of 9:1.

In 2011-2012, we had 216 continuing faculty members, defined at Mount Holyoke as tenured and tenure-track faculty members in the three professorial ranks (185), plus lecturers and senior lecturers on continuing appointments. Thirteen of the 216 are teacher/coaches in the Department of Physical Education and Athletics who hold the rank of Lecturer or Senior Lecturer.

Of the 231 CDS-reported full-time faculty, 52 (23%) are individuals of color, and 128 (55%) are women. Of our 185 tenured and tenure-track faculty, including a few on half-time appointments, 96 are women (52%) and 41 are individuals of color (22%). The faculty is also internationally diverse: over 30% were born abroad.

Five of the 35 faculty members holding joint Five College appointments are based at Mount Holyoke: a Senior Lecturer in Arabic, the Director of the Five College Early Music Program, a tenured Professor of International Relations, a tenured Associate Professor of Music, and newly appointed Lecturer in Film and Video Production.

Faculty play a significant role in the administration of the College. In the present year, 2012-2013, eleven continuing faculty members hold administrative posts: the President, the Interim Dean of Faculty and two Associate Deans, three Center Directors, the Dean of Studies, and three others in joint faculty-administrative positions. Many of these continue to teach a course or two.

Faculty are expected to conduct original research, and are given extensive research support to do so. They are eligible for one semester of sabbatical leave at 80% of salary after every six semesters of teaching. The first pre-tenure sabbatical is paid at 100% of salary. Those who teach for twelve semesters without a sabbatical are eligible for a year at 80% or a semester at 100%. Faculty fellowships and grants are competitively awarded by the Faculty Grants Committee from an annual budget currently set at $180,000. A fellowship is 10% of the average salary of faculty in the three professorial ranks; this sum is awarded as supplemental pay during 80% sabbaticals and is doubled for faculty who couple a semester of sabbatical with a semester of leave without pay. Faculty grants are awarded for a variety of projects such as indexing and other book production costs, travel to collections, or purchase of materials. All faculty are annually eligible for $1500 in conference travel if they present papers or are otherwise on the conference program; faculty who attend but do not present are eligible for $1000. The Dean of Faculty has a small endowed discretionary fund for additional faculty support.

In a typical year, Mount Holyoke faculty members publish an average of thirty books, write more than 150 articles and scientific papers, many with undergraduate co-authors, and receive multiple major grants and awards. Among the national and international awards received by our current faculty are two NSF PECASE winners, five NSF CAREER awards, four Guggenheims, an election to the American Academy of Arts and Sciences, a Pulitzer Prize, the Rome Prize, a National Book Award, and many Fulbrights. Research grants regularly come to our faculty from the NSF, NASA, the NIH, the NEH, and the ACLS. Faculty research projects have earned grants in recent years from the Mellon, Luce, Freeman, Woodrow Wilson, Dreyfus, and Teagle Foundations, the Howard Hughes Medical Institute, the American Chemical Society, and the Carnegie and Research Corporations.

Procedures for appointment, reappointment, tenure, and promotion are spelled out in the *Handbook of Faculty Legislation and Related Information*. Departments and programs hold, and document, annual conversations with junior faculty and triennial conversations with associate professors. Full professors are reviewed every five years. Departments and programs make recommendations to the Advisory Committee on Appointments, Reappointments, and Promotions. The Advisory Committee is composed of five full professors, the Dean of Faculty, and the President. Members of the Advisory Committee make personnel recommendations to the President, who then transmits her own recommendations to the Education Committee of the Board of Trustees.

The first sentence in the *Legislation*'s section on Faculty Rights asserts the academic freedom of the Mount Holyoke faculty to be in general accord with the stated policy of the AAUP. The College extends the principle of academic freedom to all faculty regardless of rank or term of appointment. Other sections of *Legislation* document the operations of department and program chairs, departmental and college committees, the collective faculty in its monthly faculty meetings, and the Dean of Faculty and the administrative staff in the academic division.

APPRAISAL

The issue of faculty workload at the College has been extensively examined over the past five years, particularly in relation to whether there are sufficient permanent faculty at the College to administer the current curriculum. While the courses required for the academic program are being taught by all categories of faculty, other tasks (such as program administration, student advising, and supervision of independent work) depend solely on the permanent faculty. One response has been to hire extensively this past year, with eleven tenure-track searches successfully completed, plus two joint Five College hires. This puts the total number of assistant professors at the College at 32.

These new faculty members are entering a College that is much more attuned to the issue of mentoring junior faculty than has been the case in the past. In 2003, Mount Holyoke was one of the pilot participants in the Harvard Study of New Faculty, run by COACHE. While the vast majority of junior faculty at Mount Holyoke were satisfied with Mount Holyoke as a place to work, most also reported wanting more and better mentoring. The Weissman Center had, in the year of that survey, just begun a monthly mentoring seminar giving new faculty a chance to discuss teaching, research, evaluation, and other topics in a setting outside their departments and away from the Dean's office. This seminar series has continued, and mentoring of teaching has been expanded recently with the creation of a teaching and learning center.

There have also been discussions about whether the College has the correct balance of work among the faculty. In 2010-2011 a faculty seminar explored the question of faculty workload. This conversation was prompted by a discussion that emerged out of the sciences regarding whether faculty who teach multiple students in independent study sections should be allowed to count such advising towards their teaching load. Many thought there to be a strong imbalance among faculty in that division, particularly since students turned to those faculty with the most productive research agendas for directing their independent research. This discussion was continued as part of the College-wide strategic planning process in the summer of 2011, in the intensive work of the Academic Core Task Force. The Task Force focused not only on the curriculum, but also questioned the ways in which curricular demands were having potentially negative impacts on faculty research productivity. This issue is currently being discussed by a Faculty Workload Committee, which is run by the Dean of Faculty and includes several members of the Academic Core Task Force.

The College is also engaged in discussions about the best way to allocate visiting positions. The College currently spends a great deal of money on visiting faculty, and often more than many of our peers. In the past, the Dean of Faculty tried to approve every well-founded request for a leave replacement to encourage faculty

research. But while visiting faculty provide new energy and ideas, they can seldom help with the many responsibilities faculty have beyond classroom teaching, including advising and supervision of student research.

Mount Holyoke's benefits are competitive and generally sound. We are having a respite, undoubtedly brief, from steep annual increases in health insurance, and so far we have maintained a robust array of health plans from which faculty and their families can choose. The College offers a phased retirement option available for four years between ages 58 and 72, and allows for flexible arrangements for emeriti to continue their research. These policies were recently recognized by the American Council on Education and the Alfred P. Sloan Foundation, which awarded the College a $100,000 award for innovative retirement policies.

There are also substantial discussions of the issue of work-life balance at the College. Many faculty have found the College's parental leave policy to be insufficient, and lobbied strongly for a fully funded leave. The College is currently in the second year of a pilot program that provides a full semester teaching reduction, or a reduction of one-half of teaching duties for a year, with no loss in pay. The President's office has been very involved in leading the discussions around other family-related issues for all employees at the College, spearheaded by the Presidential Commission on Work-Life-Family. The President's office also paid for a group of five faculty members to write an ADVANCE grant proposal to the NSF. While this application did not receive funding in the first attempt, this group will be revising the proposal for resubmission once they receive feedback. The College was also honored for its plans in this area with a $200,000 award from the American Council on Education and the Alfred P. Sloan Foundation in 2009.

PROJECTION
The role of the College in mentoring junior faculty has changed a great deal over the past decade. The College continues to participate in the surveys of faculty run by COACHE, including the first-ever survey of tenured faculty. This survey found that, overall, associate professors tended to be the least satisfied with their work environment. The Dean of Faculty's office will further investigate responses from the College to this survey over the next two years, to see whether the faculty report similar dissatisfaction, and investigate possible solutions to any work environment issues.

Another aspect of work-life balance affecting faculty is child care. The Gorse Children's Center at Stonybrook is located on campus, in a facility built by the College in 1995 and expanded in 2008-2009. Since 2008 the Center has been operated by Bright Horizons, but it has not achieved the financial self-sufficiency expected by the College. Mount Holyoke has had to subsidize the Center substantially, and will continue to explore ways to bring the Center to breakeven.

The Dean of Faculty's office will continue to investigate issues of work equity through the Faculty Workload Committee. By the end of the 2012-20 academic year, this committee will make a recommendation to the Dean of Faculty as to how to better balance the work of the curriculum across the faculty.

The Dean of Faculty's office will also continue to provide support for curricular and research innovation across the faculty. This work will involve the continued support of faculty seminars, which in the past have proven to be the prime source and incubator of curricular innovation. The office will also monitor the current configuration of the Sponsored Research Office over the next two years. The Dean of Faculty's office continually seeks to improve its support of faculty who are interested in applying for external research funding. This office is run currently under the Dean of Faculty, and headed by the Director of Foundation Relations and Sponsored Research, with support from the Development Office, the Associate Dean of Faculty for Sciences, and the Dean of Faculty office more generally, as needed. The Dean of Faculty will continue to examine the effectiveness of this model.

| STANDARD SIX |
| STUDENTS |

ENROLLMENT: DESCRIPTION AND APPRAISAL

In the years that have followed Mount Holyoke's 2007 self-study, the College has met or exceeded its enrollment targets. Enrollment goals, as outlined in the Plans for 2003 and 2010, target students who are academically excellent, who add to the College's diversity, who honor the past through their legacy connection, who positively impact the College's athletic program, and who add to the College's financial health. Disciplined outreach fulfilled many of the goals outlined in the College's Plans for 2003 and 2010. The economic downturn and subsequent recession placed tremendous financial pressure on new and returning students and, consequently, the College at large. While significant progress had been made in lowering the College's discount rate, the years since 2009 saw a spike in the numbers of student requiring aid and in the amounts they required. The financial profile of the Class of 2015 represented a slight positive turn with even greater improvement in the Class of 2016. In 2007, at the time of the writing of our self-study, we commented on the inclination of families to choose large and urban places that provided professional education and opportunities. It is now essential for representatives of the College to address the question of value and cost in every conversation about the College.

ENROLLMENT: PROJECTION

The recession intensified an already vigorous and pressured recruitment program. Mindful of the goals for quality, revenue, and diversity, the following activities are in play. The Division of Enrollment and the Offices of Communications and Institutional Research are

- isolating and studying all student populations: first year students, transfer, Frances Perkins Scholars, and all Complementary Program Development students from middle-school summer campers to master's degree candidates; calculating ideal scenarios for size and coordinating the enrollment of each population. Exploring increased outreach to veterans.
- engaged in a branding initiative designed to extract particular institutional strengths that are highly valued by the marketplace and not currently done well by other colleges and universities with whom we compete
- redesigning College marketing materials to reflect honed key themes and messages and increasing the use of social networking to inform students, parents and guidance counselors
- reviewing the relationship between rankings and reputation, and looking for opportunities to improve both
- aggressively marketing the 21st Century Scholars Program and strategically using aid to achieve goals
- honoring the heightened awareness of the student debt issue by increasing education and transparency
- leveraging the success of the Posse program to improve recruitment, advising, and retention
- using staff in Admission to broaden the concept of territory management and enhance retention by creating time for admission staff to maintain relationships with current students by region
- adding alumnae club leadership to our outreach so that alumnae admission representatives are better supported and more alumnae by region are educated about and willing to do outreach to prospective students and to mentor current students
- preparing for the Fisher vs. University of Texas case and its potential impact on affirmative action policy and practice
- getting ready to read applications on line and to strategically share elements of the applications with class deans, advisors, etc. to enhance their knowledge of and work with students
- pursuing an even more integrated and strategic approach to enrollment management, involving the Vice Presidents for Enrollment, Finance, and Student Affairs in sustained enrollment management which goes beyond setting targets based on budgetary need.

STUDENT SERVICES: DESCRIPTION
 Mount Holyoke College has changed the oversight of student services and the way it appoints a Dean of the College. Prior to July 2011 Mount Holyoke College faculty, on a rotating basis, held the Dean of the College position with terms of three to five years. The move to the permanent appointment of a Vice President for Student Affairs and Dean of the College was made in recognition of the needs and demands of 21st century college students and their families and in response to the complexity of 21st century student affairs work. The complexities this change addressed include the increased need to understand and comply with shifting federal and state regulations and student and family expectations of both individualized and programmatic approaches to advising that seamlessly connect the curricular and co-curricular and that ensure student social and academic success. (Standard 6.17)

The shift also lays a foundation for a more connected, collaborative, and efficient Division of Student Affairs that is centered on student progress and success and that addresses transition, development, and retention by incorporating and balancing best practice in the field with the College's rich history and traditions. It organizes the division and frames divisional planning in a way that leaves it poised to support Mount Holyoke College's strategic goals, particularly curriculum to career and integrated advising. This positioning situates the Division as a strong partner in the College's academic mission and in its tradition of developing women leaders.

STUDENT SERVICES: APPRAISAL
The 2007 NEASC report explained the need to make Mount Holyoke's Honor Code more "visible and cohesive" and to "situate it at the center of the academic community." There has been progress on this front. The College's on-line tutorial on the proper use of sources (http://www.mtholyoke.edu/lits/ris/Plagiarism/) has been in use for approximately four years. The College has made a concerted effort to inform new students about the proper citation of sources. For example, there is an expanded discussion of the Honor Code at Orientation. In addition, at the beginning of each academic year the Director of the First-Year Seminar program urges all faculty teaching first-year seminars to encourage their students to take the tutorial and to set aside class time to discuss the results. Many faculty teaching courses at all levels include references to the tutorial in their course syllabi.

The Dean of the College's office has organized three years of Honor Code data and has started a review of approximately sixty academic dishonesty cases in order to identify common issues, themes, and trends. During the 2012-2013 academic year the Dean of the College and the Dean of Studies will convene a committee to address the current process for handling cases of academic dishonesty. The goals of this project are to develop a consistent and comprehensive approach for addressing cases, guidelines for reporting, support for faculty in identifying cases, a plan for data evaluation and review, and learning-based outcomes for students. (6.18)

The 2007 NEASC report also illuminated the need to "imbed the goals of diversity and inclusion into the fabric of the College." This is indeed an ongoing commitment. Progress has been made. We have created an Office of Access Ability Services that will address the needs of students and families and provide campus wide education regarding ability and access. (6.5) During the 2012-2013 academic year the Division of Student Affairs will lead the College in a systematic review of diversity programming on campus in preparation for a spring climate survey. The survey data, along with the review of accomplishments and needs since the 2005 Diverse Community Commission report, will provide a work plan for the Presidential Commission on Diversity and Inclusion. As a cornerstone of the College's strategic goals, the Commission is charged with developing an institutional infrastructure for diversity and inclusion including policy, practice, climate, resources, curriculum, and accountability.

STUDENT SERVICES: PROJECTION

Guiding principles for the Division of Student Affairs at Mount Holyoke College include facilitating co-curricular experiences grounded in ongoing assessment and evaluation, providing expertise in advising, and retaining a diverse community of learners. More specifically, in the next five years the Division of Student Affairs will:

1. Continue the regular review of federal and state regulations alongside campus policy and practice to ensure compliance and reduce or eliminate risk. We will provide clear guidance to students, families, and the institution regarding regulations and College policy and practice. (6.18) (6.19) (6.21)
2. Assess the technology needs of the Division and begin implementing technical training. Our focus will be on using technology to meet division goals, to improve communication, and to support student learning and progress. (6.10) (6.17)
3. Engage in internal and external assessment and evaluation of all Student Affairs programs and implement a process for regular review. (6.20)
4. Define and expand its scope within the College's strategic plan for integrated advising. The reorganization of the Academic Deans office will provide increased opportunity for advising outreach and programming focused on transitions and progress.
5. Continue leadership in the areas of Diversity and Health and Wellness, using data collection and analysis to guide programmatic approaches and to enhance grievance procedures. (6.5) (6.18)
6. Continue to support staff in professional development and divisional efficiencies and provide students with leadership opportunities within the Division. (6.17) (6.15)

During the next five years the Division of Student Affairs will keep students at the center of its work. It will continue to engage in deliberate and enhanced collaborations within the Division and across the College to ensure efficiency, adaptability, the best use of the College's resources, support for the College's strategic goals, and—most importantly—student academic and social success.

STANDARD SEVEN
LIBRARY AND OTHER INFORMATION RESOURCES

Note: Because Mount Holyoke has a merged library and information technology organization, with the majority of campus information technology resources managed by the merged group, this section combines Standard Seven with the technology portion of Standard Eight.

DESCRIPTION
Mount Holyoke's Library, Information, and Technology Services (LITS) is a national-award-winning merged library and technology organization that facilitates and supports the educational priorities of the College by providing instruction, materials, staff expertise, and equipment to foster learning, teaching, research, and the College's administrative functions. It comprises 77,100 square feet of space in three interconnected buildings. The operating budget has grown from $3,551,987 (FY07) to $4,080,979 (FY12). During the same time period, staffing declined from 68.58 FTE to 65.65FTE.

The deep integration and active collaboration among Five Colleges libraries and technology staff provides students and faculty direct access to over 8 million volumes in the Five Colleges shared library system, reciprocal borrowing arrangements, a shared off-site book depository, an inter-campus library delivery system, and a shared Five College Network fiber optic loop completed in 2007 to provide improved technology capabilities while lowering operating costs.

Four major governance groups help guide LITS' work, put shared governance into action, and serve as additional conduits for feedback: the LITS Advisory Committee (elected faculty committee with student representatives appointed by the Student Government Association), the Administrative Technology Steering Committee (composed of key individuals from all College divisions), the Web Strategy Team (composed of key individuals from Communications, Academic Affairs, and LITS), and the Data for Decision Making (a.k.a. business intelligence) Steering Committee (composed of key individuals from most College divisions). In addition, the Board of Trustees' Five Colleges and Technology Committee (formerly called the Technology Committee) meets three times each year to provide strategic oversight.

A strong planning process underlies LITS' work. LITS' strategic plan and annual action plans (https://www.mtholyoke.edu/lits/strategic_plan), annual accomplishments mapped against goals (https://www.mtholyoke.edu/lits/annual_reports), and five-year-out technology and budget plans provide a systematic foundation to meeting College goals.

The use of, satisfaction with, and importance of LITS' information and technology resources, services, and spaces are assessed on a regular cycle with results benchmarked to peer institutions. The Merged Information Services Organization (MISO) survey is administered every other year to students and every four years to faculty and staff. In addition, usability testing, ethnographic interviews, ad hoc surveys, and public feedback opportunities are regularly employed. Results are factored into the planning process. For example, assessment results have helped shape the design and options on the LITS web site and the new LITS mobile web site. Assessment results also guide decisions about learning management, email, and calendaring systems.

APPRAISAL
Heightened information fluency: Based on the recommendations of the 2004-2005 Information Fluency Planning Committee, course-integrated instruction continues to be the primary method of providing information fluency instruction. The number of students reached through this approach increased 11.5% between 2006 and 2011 as a result of offering a greater variety of workshop formats and targeted outreach to upper-level and research methods courses. In 2005 a January Term credit-bearing course in information

fluency was piloted and while it was well-received by the participants, the design was not scalable. Improved outreach to thesis and independent study students resulted in an 821% increase in one-on-one student appointments between 2006 and 2011 designed to help guide students with their research. Finally, in partnership with faculty and the Dean of the College, LITS staff assisted in implementing an interactive, online "The Proper Use of Sources Tutorial" for self-paced learning. As technology, pedagogy, and learning goals continue to evolve, the approaches to providing information fluency instruction will require adjustment. More work is required to implement information fluency outcomes assessment.

Professional development: The LITS professional development budget took a hit during the economic downturn and has been slow to recover. A more strategic approach to the use of limited funds was employed three years ago and webinars and local/regional opportunities are encouraged to maximize opportunities for participation. In addition, new technology training materials were licensed (e.g. Lynda.com), appropriate staff are supported in acquiring and maintaining technical certifications, and LITS' current strategic plan highlights the need for additional funding to equip staff to provide excellent services.

Staff effectiveness: In the last four years LITS has achieved a flatter organizational structure to better support and coordinate services. The LITS Leadership Team was expanded from 4 to 8 members, and selected parts of the organization (e.g. Research and Instructional Support, Collection Development, Media Services, Campus Technology Services) were realigned to coordinate more effectively. Cross-functional teams are regularly employed to strengthen project planning and empower staff, and a systematic annual performance evaluation and goal setting process and job description template were implemented in 2009.

Outreach: Clear outreach expectations were developed and implemented three years ago in the Research and Instructional Support Department with the goal of a deeper level of liaison engagement with faculty and students to better support teaching, learning, and research (e.g. connecting with new faculty, targeted outreach to faculty teaching upper-level and research methods courses, targeted outreach to theses and independent study students). New avenues of communication have been employed including social media, a LITS mascot, monthly "LITS InStalls" bathroom newsletter, pop-up Media Lab in the Art Building, and popular anonymous "Ask LITS" and "LITS Asks" feedback walls. Regular campus programming is offered to provide peer-to-peer sharing and other opportunities for faculty to discuss teaching with information and technology resources and tools. Using a variety of formats and approaches, technology training is offered to faculty, students, and staff throughout the year. A robust new student orientation program is coordinated each year. LITS also piloted an open house event to showcase LITS services and resources and staff orientation programming; while feedback from participants was positive, LITS is evaluating the sustainability and effectiveness of the endeavors.

Investing in planned and preventative maintenance: Five major changes have been implemented to improve technology maintenance: (a) creation of an ongoing LITS budget, procurement, and contracting specialist position to coordinate and track information and technology sourcing, negotiations, procurement, and contracting, (b) development of a 5-year budget plan that accounts for the replacement cycles of all technology equipment purchased and managed by LITS, (c) implementation in FY11 of the best practice lifecycle technology renewal strategy rather than a replace-it-when-it-breaks strategy, (d) creation of two new reserve funds to cover replacement of strategically important technology systems (Five Colleges Fiber Network equipment, non-classroom AV systems), and (e) investment in an intrusion prevention system.

Address high priority needs: Both Mount Holyoke and the Five Colleges tightened up approaches to identifying and prioritizing needs. In FY12 Mount Holyoke successfully engaged the Administrative Technology Steering Committee in a new annual process to prioritize campus technology capital project requests. The Five Colleges library and IT directors began implementation of FY11 consultants' recommendations to strengthen and focus Five Colleges library and technology collaborations. Resulting outcomes include a growing number of

consortially-licensed digital information databases and journals, and implementation of the Shibboleth federated identity management system, both designed to facilitate and streamline the Five College student and faculty experience.

The mix of print, digital, and audio-visual library collections evolves each year. Research and Instructional Support liaisons work closely with faculty to identify the right "fit" of information resources and access options to meet teaching and learning needs. They also partner closely with Five Colleges colleagues to coordinate and expand access to information resources across the consortium. For example, the number of Mount Holyoke e-journals licensed ballooned from 1744 (FY06) to 38,297 (FY11) and the number of print books acquired fell from 9,000 (FY06) to 7,107 (FY11).

The College and LITS strategic plans, informed by assessment, feedback, and input from governance groups, guide other aspects of needs assessment and project prioritization. Over the last five years key accomplishments fall into five areas: (a) *teaching space technologies*. To meet teaching needs, the Classroom Committee, working in partnership with LITS, accomplished the mediation and lifecycle updating of technology in 100% of registrar-controlled teaching spaces based on campus standards (with accommodations for special needs). The Classroom Committee's "Classroom of the Future" Subcommittee began work in FY2011 to consider next generation teaching space needs. Additional progress has been made in equipping other types of teaching spaces: professional quality sound systems were installed in the equestrian center, athletic center, chapel, and outdoor amphitheater; multimedia systems were installed in the dance studios, auditorium/event spaces, student and administrative meeting spaces, non-registrar controlled academic and administrative labs. (b) *technology renewal*. Multi-year projects were begun FY11 to replace and enhance the core network, laying the groundwork for enhanced network services, communications, and applications; improve disaster recovery and business continuity; and advance IT risk management. (c) *digital asset management*: In 2010 Mount Holyoke established the Digital Assets and Preservation Services Department, based on Plan for 2010 goals, with 4 FTE staff to provide vision and leadership for the College's unique digital intellectual records. (d) *business intelligence*. The business intelligence initiative got underway in FY12, designed to provide the analytical and operational report capabilities needed to support College strategic and divisional planning. In its first year of operation, project governance was established, training accomplished, and phase one reports were moved into production. (e) *technology enhancements*. Ubiquitous wireless coverage in all 20 residence halls was completed in FY09, and in FY12 about 50% of the remaining in-building spaces were covered by wireless. FY13 capital project funding was approved to complete in-building wireless coverage. Bandwidth has increased annually from 15 (FY07) to 300 (FY12) megabits per second (+1900%) with bandwidth costs increasing $28,500-$75,600 (+165%). As part of a four-college initiative, a discovery tool was implemented for searching the Five College Library Catalog and Mount Holyoke's research databases, plus some special collections, all in one search.

PROJECTION

Increasingly, LITS' strategic areas of growth will center in those areas that make Mount Holyoke unique: accessing and managing the institution's own information, providing more user-focused services, and LITS spaces:

- Key areas responsible for managing the institution's own information will be developed to better support the College's strategic goals: Digital Assets and Preservation Services, business intelligence and administrative systems, and the Archives and Special Collections.
- Enhancing user-focused services requires a four-pronged approach: (a) Planning needs to be anchored in a more proactive, data-driven approach to bring LITS services, resources, and spaces into closer alignment with user's needs and campus goals, shed things no longer relevant or essential, and redirect time, funds, and staff to those things that are essential and in line with strategic goals. (b) As technology, pedagogy, scholarly information, user needs and preferences, and the Complementary Program Development initiative evolve, attracting and developing a staff to even more integrally and

proactively support the curriculum and campus information and technology needs is critical. (c) Online access and communications require strengthening to make it easier for campus individuals to accomplish their work, meet users where they are, and provide a more cohesive user experience. (d) Cross-training and back-up strategies are needed to ensure service continuity.

- A comprehensive LITS space master planning initiative (the first in 24 years) was completed in FY11 with campus-wide input providing a road map for evolving existing LITS spaces to better meet teaching and learning needs and optimize the performance of spaces. Additional funding is needed to realize the master plan outcomes.

At the same time, LITS will vigorously explore new models and technologies with potential to increase the availability of information and technology to the campus; provide a more agile, reliable, and secure suite of essential systems; and advance a strategy of saving, simplifying, and redirecting consistent with campus goals with the objective of increasing operating reserves budgets to fully support the College's technology infrastructure and equipment.

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STANDARD EIGHT
PHYSICAL AND TECHNOLOGICAL RESOURCES

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Note: This section focuses on Physical Resources. Technological Resources are addressed in Standard Seven.

DESCRIPTION
Mount Holyoke's campus is widely considered to be one of the most beautiful in the country. The central campus comprises about 300 acres and 41 major buildings containing approximately 2 million square feet of space with an insured value of $968 million. Given the College's age (175 years), most of the buildings are over 50 years old and, due both to age and the type of construction, are expensive to maintain and modernize.

APPRAISAL
Although challenged by the impact of the economic downturn, Mount Holyoke has continued to work systematically at improvements to its physical facilities. After a decade of focusing primarily on upgrades to academic spaces, the work of the past five years has focused on other priorities. Key improvements made during the past five years include: the completion of Creighton Hall, a new 176 bed residence hall; the construction of a boathouse on the Connecticut River; a new track, artificial turf field, and outdoor lighting for Physical Education and Athletics; a new and expanded fitness center; renovation of the Dance Department studios and performance spaces; partial renovations of three residence halls (Safford, Porter, and Prospect); renovation of Dwight Hall to house the College's three academic centers; a partial renovation of Clapp Hall to reorganize the Department of Geology and Geography and the Department of Environmental Studies; and the construction of a new facility for the Three College Campus Police Department (providing service to Mount Holyoke, Hampshire and Smith Colleges), in addition to numerous smaller projects.

Until FY2010, the College was able to invest an average of $10-11 million annually in physical and technological facilities; however, that level was reduced by about 50% for the past three years in recognition of the negative financial impact of the recession. In order to focus our more limited resources most effectively, our most recent capital budgets have funded three types of priorities: maintenance; energy improvement projects and space renovations that lead to lower operating costs. In this way we have limited the negative consequences of the reduced investment level. Increasing our investment in facilities is a key component of our return to financial equilibrium.

The College also continues to work diligently to meet the requirements of the Americans with Disabilities Act and other regulatory requirements. An annual allocation is set aside specifically for ADA improvements and a committee including staff from Facilities Management and the Dean of Student's Office determine project priorities.

The institution has a very active program of environmental stewardship that includes such areas as waste reduction and recycling, green building design and construction, energy efficiency, sustainable grounds practices and management of hazardous materials. The College is working with Clean Air/Cool Planet in an effort to reduce its carbon footprint and has set a target for Greenhouse Gas reductions consistent with those established by the 2001 Regional Climate Action Plan adopted by the governors of the six New England states and the premiers of the five eastern Canadian Provinces. The Plan established short term goals of reducing Greenhouse Gas emissions throughout the region to 1990 levels by 2010 and to a level 10% below 1990 levels by 2020. The College achieved its 2010 goal and is working to meet the 2020 goal.

Despite the difficulty of keeping up with the College's maintenance, modernization and program improvement needs, Mount Holyoke has a beautiful and well-functioning campus. Its physical and technological facilities infrastructure meets the needs of the campus community. There are effective capital planning and budgeting

processes in place to identify and prioritize needed improvements, to develop funding strategies and to implement the plans.

PROJECTION

While much has been achieved in the past five years, additional resources are needed to continue to support the College's physical and technological infrastructure. Continuing modernization of the residence halls remains a critical goal, as does the renovation of a small number of key academic buildings, principally Clapp Hall, the Reese Psychology and Education Building, and the Rooke Theater. In addition, the age, topography and architecture of the campus require a significant annual commitment to annual maintenance. While the pressure to increase funding for this area does not differentiate Mount Holyoke from virtually any other college or university, the pressure is real and will be an ongoing challenge for the College.

| STANDARD NINE |
| FINANCIAL RESOURCES |

DESCRIPTION

As of June 30, 2011, Mount Holyoke College had total assets of $893 million and an annual operating budget of about $115 million. As has historically been the case at the College, the institution's financial position is very strong, but the operating environment continues to present challenges.

APPRAISAL

The narrative in the Areas of Special Emphasis provides an overall description of the area of most significant change since the self-study for the College's comprehensive review in 2007—the impact of the severe recession and the slow economic recovery. Although coping with the impact of this recession continues to be challenging, this is not new territory for the College. The institution has historically struggled to compete with a peer group of selective liberal arts colleges that have more resources than Mount Holyoke and that competition is getting keener over time. This continues to require periodic efforts at significant expense reductions, careful cost control every single year, maximizing our historical revenue streams, and, increasingly, finding new sources of revenue.

The College is currently in the final stages of a $300 million fundraising campaign begun in Fall 2006. While the economic downturn affected momentum and resulted in an extension of the original five year time frame, the campaign is currently on track to reach its goals successfully by December 31, 2013.

A particular challenge for Mount Holyoke is the pressure on financial assistance to students. In the past five years, the College has seen steep increases in College-provided financial aid, as indicated by the growth of both the discount rate and the overall dollar investment:

	Discount Rate	Financial Aid Total
FY2008	44%	$34.3M
FY2009	47%	38.5M
FY2010	51%	45.1M
FY2011	55%	49.6M
FY2012	56%	52.9M

Only about 17% of the cost of financial aid is funded through restricted endowment; the balance comes from the operating budget. While the slowdown in the rate of increase is helpful, despite Mount Holyoke's deep commitment to access, a discount rate at this level is not sustainable.   Significant evaluation and analysis continues in the area of enrollment management, focused on ways to expand the applicant pool overall, improve the yield on low-need and no-need applicants, and a comprehensive re-examination of the College's programs of need-based and merit-based financial aid.

Our self-study in 2007 described a new arrangement with Cambridge Associates to provide investment administration services for Mount Holyoke. Now in its sixth year, the relationship has matured and represents a very successful approach to assuring that the endowment is effectively managed. The College's investment returns have been highly competitive. In the past five years, with inflation averaging 2.2% and 3.9% average return on a portfolio of 80% stocks and 20% bonds, Mount Holyoke's endowment has averaged 6.7%. In addition, a further refinement to the College's endowment spending policy to incorporate debt service costs into the distribution for annual operations provides further buffering for the investment portfolio. These costs had previously been supported as a separate allocation from endowment funds.

Mount Holyoke works diligently on issues of enterprise risk management and regulatory compliance. To increase the Board of Trustees' knowledge and oversight of the work in this important area, the Board has created a Committee on Institutional Risk.

Amid the College's financial challenges, however, Mount Holyoke continues to meet the Standard on Financial Resources. The institution's resource allocation discipline, its planning and budgeting systems, the appropriate levels of attention to financial resources at all levels in the institution, and the regular sharing of financial information with the broader College community all contribute to well-functioning processes that allow the institution to confront its challenges in a systematic and thoughtful manner. The College benefits from the work of a highly capable team of financial managers who are rigorous in providing leadership in this critical area.

PROJECTION
The area of special emphasis section devoted to the College's financial situation describes the challenges that Mount Holyoke is currently facing. Systematic efforts to increase operating revenues while continuing to reduce costs will continue to be necessary and, in the short run at least, balancing the annual operating budget will be challenging. The implementation of the strategic planning goals is key to bringing the College into ongoing financial equilibrium.

STANDARD TEN
PUBLIC DISCLOSURE

DESCRIPTION

Mount Holyoke College continues to deliver a comprehensive, informative, and easily navigable website that provides the information our many constituents seek.   An e-newsletter, *MHC Today*, is sent weekly during the academic year with information about news and events. The College continues to print an annual *Catalogue* and a number of other documents essential to communication with select constituencies. The twice-yearly publication *Vista*, for example, contains news and feature articles about Mount Holyoke for a broad audience including prospective and current students, alumnae, MHC faculty and staff, parents of current students, high school counselors, media professionals, and friends of the College. The Alumnae Association distributes its *Alumnae Quarterly* on campus as well as to the College's 35,000 alumnae. NEASC's Form 10 supplies print references and web links showing compliance with the Standard on Public Disclosure.

APPRAISAL

Over the past five years, the College has focused on two categories of public disclosure: (1) doing more to showcase Mount Holyoke's distinctive strengths, as suggested by our 2007 NEASC Evaluation Team; and (2) beefing up the disclosure, accountability, and compliance functions served by the College's web, email, social media, and print communications.

1. Showcasing our distinctive strengths and differentiating ourselves from competitors

Some of the College's distinctive strengths, such as our internationalism, success in the sciences, and experiential learning, have a greater Web presence than they did five years ago.

- Global Mount Holyoke
- Science
- Experiential learning
    - Community based learning
    - Nexus
    - Internships

To reach prospective students as effectively as possible, the College continues to shift resources from print to electronic media, including social media and other interactive online tools. We now use a significant amount of video to give online users a sense of the richness and depth of the MHC experience, as well as to communicate information. See, for example, our admission and news videos. Another set of videos showcases fourteen groups of international students speaking in their native languages to prospective students and their parents.

The transition to a new President in 2009-2010 gave Mount Holyoke an excellent opportunity to reassert the College's position of leadership in the higher education marketplace. We made extensive use of multimedia and social networking in announcing, inaugurating, and establishing the platform of President Pasquerella. Her energetic engagement in local, regional, national, and international arenas has drawn substantial media attention to Mount Holyoke's mission, students, and faculty. Our President hosts radio station WAMC's daily *Academic Minute*, a 90-second celebration of scholarly achievement featuring faculty from colleges and universities across the country. President Pasquerella provides frequent commentaries on medical ethics for New England Public Radio and WAMC's *The Health Show*. Mount Holyoke has joined with other top women's colleges in the Women in Public Service Project with the United States State Department, and we continue to co-lead Women's Education Worldwide, a confederation of accredited colleges and universities and organizations across the globe that have as a primary mission the education and advancement of women.

Those and other projects are extensively covered on our web pages and on our Facebook and Twitter platforms.

2. Improving disclosure and transparency
Mount Holyoke has made good strides in helping more of its stakeholders make better informed decisions and find their way to the assistance they need. For example, the Student Financial Services web pages, which have become quite robust, include a set of [videos answering frequently asked questions](#).

The College's majors, minors, and Nexus tracks, and its three academic centers, maintain web sites as well as *Catalogue* pages that describe the nature and goals of study in those fields. Mount Holyoke takes a number of approaches to supplying outcomes information. The Office of [Institutional Research](#) and the [Career Development Center](#) provide a good deal of data. More qualitatively, the Colleges web pages—particularly its frequently updated news pages—are full of examples of [alumnae succeeding](#) in a wide range of challenging endeavors.

New leadership in the Dean of Students and Dean of the College offices has led to a careful review of the extent to which we make policies and protocols clear and accessible to students. In the last year, the College has focused sharply on compliance with disability laws and provision of disability accommodations. The [disability services website](#) now provides clear information about the College's policies, support services, and appeals procedures. We expect that site to develop further under the leadership of a new Director of AccessAbility who takes up her duties this summer. Our growing College-wide compliance infrastructure is also focused on Title IX and updates to Massachusetts laws on cyber-bullying and harassment. The Dean of Students' website will be modified to provide clear information about the College's policies, support services, and procedures.

PROJECTION
Mount Holyoke's print *Catalogue* appears to be used chiefly by faculty, and indeed by fewer and fewer of them as they turn increasingly, and especially when advising, to the more current course listings on the web. Over the past several years, the Communications staff has periodically engaged faculty and administrators in discussions of the pros and cons of moving to an online-only catalogue. The next step is to invest in the new database necessary to develop a sophisticated and user-friendly online catalogue. A new catalogue system is on the list of approved capital projects for 2012-2013, and we are aiming for the new system to be operational in 2013.

As Mount Holyoke continues to assess and improve its educational effectiveness, and as it engages the community—especially faculty—more fully in this work, the College's media platforms will further clarify learning goals. A very recent conversion to a new web content management system (Drupal), made by a College-wide team after extensive study and consultation, will make it far easier for those who provide and maintain web content to keep pages updated and engaging.

As part of the strategic planning process, a Branding Advisory Committee composed of administrators, faculty, staff, and students has launched an initiative aimed at differentiating Mount Holyoke from its competitors, including the other Sisters. The research phase of this effort will be complete this summer, and will lead in the next year to a new communications campaign and a redesigned website. The Communications staff also plans to use the occasion on the College's 175th anniversary in the fall of 2012 to shine a spotlight on MHC's accomplishments.

| STANDARD ELEVEN |
| INTEGRITY |

DESCRIPTION

Mount Holyoke continues its vigilant compliance with the ten parts of the standard on institutional integrity. In matters of community responsibility and standards, fairness and equity, academic freedom, legal and regulatory compliance, and the regular promulgation and review of policies, attention has in fact sharpened over the past two years with the arrival of a President who is an applied ethicist, and with the appointment of new senior administrators who are appraising and in several cases tightening the alignment between the values we profess and the policies and actions we take. Faculty, staff, and students have a variety of mechanisms—which they use—to bring grievances, concerns, and suggestions to the attention of those in a position to act on them.

APPRAISAL

Our work in this area since the last self-study falls into several broad categories: student integrity and civility in the classroom and out, compliance broadly understood, diversity and inclusion, equity, and shared governance.

Mount Holyoke has faced challenges, fostered in part by the internet and social media, to both its academic and social honor codes. Under the leadership of the previous Dean of the College, a group of faculty developed an online tutorial on the proper use of sources, which has been well-received on campus and is part of the introduction to many courses. More recently, a rash of hateful anonymous on-line comments about members of our community, posted to an off-campus site beyond our control and apparently written by our own students, was met with a series of community conversations about civility. The current Dean of the College and others across her division are reviewing honor code policies and procedures.

The Colleges has briskly stepped up its compliance infrastructure and functions. An existing Five College Office of Risk Management is now the Five College Office of Compliance and Risk Management. The Board of Trustees added a standing Institutional Risk Committee. New questions on the IRS Form 990 resulted in development or clarification of policies on conflict of interest, whistle blowing, and records retention. OCR investigations have jump-started a thorough assessment of Section 504 compliance, and a working group on Title IX compliance is regularly meeting to explore new federal guidelines in that area and develop training materials. In the more local terms of campus compliance with Mount Holyoke's own policies and procedures, a recent look at our grievance procedures has shown the process to be essentially well crafted and appropriate, but inadequately explained and understood.

As noted elsewhere in this report, the Dean of the College has conducted a thorough review of Mount Holyoke's approach to diversity and inclusion, and has concluded that a new structure is needed to ensure that our values and practices enable all members of our community to do their best work.

Questions about equity have arisen in a couple of venues over the past few years, especially in connection with the strategic planning process. The 2011 Academic Core Task Force reported, among faculty, "longstanding concerns of equity and reward" and "fair, equitable, and flexible distribution of effort." Focusing on teaching load, promotion practices, and compensation, the faculty members on this task force invited their colleagues into a conversation about the various ways Mount Holyoke spreads its teaching and research work and rewards.

President Pasquerella brought with her a strong commitment to shared governance. As members of the College community work to make shared governance a force for strength and for good at Mount Holyoke, we

have explored the distinction between governance that is shared and governance that is ceded; the distinctions among top-down, bottom-up, and shared governance;   and the ways shared governance can be, especially to the faculty, at once burdensome and empowering.

PROJECTION
Among projected actions over the next five years, Mount Holyoke expects to:
- Launch the Presidential Commission on Diversity and Inclusion chaired by the Dean of the College
- Focus on campus civility in word and deed
- Continue compliance monitoring

The recent strategic planning process produced three overarching goals for Mount Holyoke, the first two of which are educational and financial. It is the third goal, though, that must guide our approach to the vital first two, and it is in the language of the third goal that the College again makes explicit its commitment to integrity: "Mount Holyoke will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved."

ASSESSMENT, RETENTION, STUDENT SUCCESS

Description, Appraisal, Projection of:
- *What students gain as a result of their education*
- *Assessment of student learning: what and how students are learning*
- *Measures of student success, including retention and graduation (see also the third Area of Special Emphasis: achieving goals for retention and graduation)*

Incorporated here is the first Area of Special Emphasis: developing and implementing appropriate measures of student success in the academic major. This section also addresses some themes and topics covered in the second Area of Special Emphasis: assuring sufficient support for the College's curriculum.

DESCRIPTION

Mount Holyoke takes a multifaceted approach to gathering data on what students gain from their time at the College, and has established many mechanisms for using that information to improve the learning experience for all students. The College evaluates the curriculum, student learning within courses and the major, and the overall student experience; we also track graduates to understand how successful they are after leaving the College.

Assessment of student learning within the classroom is primarily undertaken by the faculty at Mount Holyoke College. Faculty take very seriously their role as educators and mentors, both while the students are on campus and after they leave. Learning goals for each class are generally made clear to students on the course syllabus, on the course site on the College's course management software ("ella"), and in discussions during the first few class sessions. Students are evaluated both on assignments and on discussion within courses, with their progress across the semester tracked to make sure that course objectives are being met. Students who are not doing as well as they should are identified through a formal Mid-Semester Report Process, and they, their faculty advisors, and their class deans are notified of this through electronically delivered progress reports. The assignments and course itself are also often assessed, with many faculty collecting mid-semester teaching evaluations to better understand how students are experiencing the class to better facilitate learning. Faculty can receive assistance in developing and interpreting these assessments from the newly developed Teaching and Learning Center, part of the Weissman Center for Leadership and the Liberal Arts (https://www.mtholyoke.edu/teachingfacultydevelopment). This process is particularly encouraged for newly developed courses, and for faculty new to the College.

At the end of each semester, course evaluations are solicited from all students in all courses. These course evaluations are now administered on line and students must respond to them before receiving their grade for the course. These evaluations ask students to reflect on what they have learned in the course, and how well the professor has enabled their learning.[3] These evaluations serve two functions. First, they enable faculty to improve their teaching and refine the course material over time. The permanent faculty have been able to use the comments made in courses to change the topics covered, to add or subtract different evaluative elements,

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[3] The current teaching evaluation form makes six requests, all but the last two of which call for narrative responses: 1. Please evaluate and discuss the instructor's teaching. Be specific. Any details you provide will be useful. 2. Please discuss how much you learned in this course and how much effort you put into it. 3. Discuss how well the instructor fulfilled basic responsibilities to the class: being clear about course expectations, being prompt and helpful with feedback, being predictable about office hours, being respectful of students, and so on. Specific comments and examples are especially helpful. 4. Please assess the course material, e.g., tests, assignments, readings, projects, etc. 5. What were your reasons for taking this course? 6. Circle your anticipated grade in the course.

and in some cases to discontinue the course in favor of alternative offerings. Second, these evaluations are used for assessing faculty performance, and are taken very seriously by the faculty and administration. The evaluations are read each semester both by both the faculty member teaching the course and by the department chair. They are read as part of the yearly evaluation process of untenured faculty, and the triennial reviews of associate professors. They are also read by every member of the department when voting for promotion and tenure, and by the review committee that advises the President on all such candidates.

There is also a good deal of less structured evaluation of learning goals in courses. Some of this occurs in individual meetings with students, during academic advising, in meetings with students conducting independent research, and in conversations between students and faculty at departmental gatherings. Other such work occurs among faculty, in departmental meetings, through faculty seminars sponsored by the Dean of Faculty's office, discussions of teaching sponsored by the Weissman Center, or even in smaller gatherings of faculty around campus. The importance of such informal assessment should not be underestimated. These conversations form a little discussed, yet key mechanism for shaping learning at the College.

The curriculum as a whole is assessed by departments and standing college committees. Departments set up learning goals, and create a set of courses that will allow students to achieve them when declaring their major. The structure of the major, as well as each course, are evaluated and approved first by the APC, and then the faculty as a whole. Requirements for majors and other academic program are first evaluated by the Regulations Subcommittee of the APC, and then by the APC as a whole. Any extensive changes to programs, or the creation of new programs, are voted on by the faculty. A recent example of this process is the creation of four separate Asian Studies related majors. As discussed elsewhere (under the second Area of Special Emphasis), faculty in this program, in response to student concerns, proposed the creation of four separate majors: East Asian Studies, Middle Eastern Studies, South Asian Studies, and Asian Studies (trans-regional). This proposed change was first discussed in the Regulations Subcommittee, and then the full APC. Several concerns were raised and resolved through discussions between the department and the APC. The changes were then voted on and approved by the faculty at faculty meeting.

Courses are evaluated by the Registrar and the New Course Subcommittee of the APC. This committee assesses how the course fits into the College and departmental curriculum, and evaluates any exceptions to standard practices (for example, irregularities in the number of credits, proposed meeting times, or relation to undergraduate degree requirements). If questions remain, the course is subject to further scrutiny by the full APC, which works with the department and faculty member(s) proposing the course to resolve them. Twice a year new and one-time-only courses are approved by the faculty at faculty meeting.

Student learning within the major is evaluated in many different ways by departments at the College. The most common of these is a discussion with seniors at the end of the spring semester. The Dean of Faculty's office pays for the faculty administering each major to host a meal with students, which provides an opportunity for faculty and students to collectively discuss their impressions of the structure of the major, the opportunities they have had to form an academic community within it, and what has been learned over the set of courses that comprise the major. These conversations have resulted in information that departments have acted on in revising both courses and requirements. For example, Mathematics faculty learned that, after the 2008 financial crash, students who were formerly interested in finance became interested in actuarial areas. In response the department created an actuarial club and a problem-solving group, and emphasized these areas in the examples used in their core courses. Departments also learn about challenges to learning that students have faced outside of the classroom. For example, students in Computer Science frequently expressed the desire for more cohesion among the majors and minors in these discussions. This suggestion prompted the department to focus on creating a strong weekly student lunch/seminar program. They also have encouraged many more students taking advantage of extra-curricular computer science opportunities (symposia, competitions, etc.) where they have the opportunity to get to know each other better.

Student learning is also evaluated through demonstrations of student research in a public forum appropriate to the discipline. In the arts, this often takes the form of a senior show. For example, in Art Studio, senior majors take an Advanced Studio course (395), which involves two semesters of independent work. Twice each semester students undergo portfolio reviews in this course. Following the second review in the fall students are advised to pursue a thesis or not, depending on the level of work and their ambition to complete the thesis in artwork and in writing. In the spring of each year the course culminates in senior thesis candidates presenting their work in a formal exhibition in the Mount Holyoke College Art Museum. The exhibition is accompanied by a final critique/thesis defense. The candidates, all Art Studio faculty and outside evaluators, as well as other thesis committee members are required to attend. Seniors present their work and written thesis to the entire studio faculty and thesis committees. This is a formal occasion where critical questions are raised and thoughtful responses are given. A more focused exhibition of accomplishment happens in the departments of Dance, Music, and Theatre Arts. Some senior students produce work in choreography, composition, or dramatic writing as the result of a year-long thesis project at the end of the senior year. This performative work is accompanied by written scholarly and reflective work that is defended formally before a thesis committee. Other seniors perform in this work, giving evidence of their level of skill and sophistication as artists and scholars in their disciplines.

In most other majors, student research is presented at the Senior Symposium that is held every April. This one-day event is modeled on an academic research conference, in which students speak for fifteen minutes each on a panel of four that is moderated by a faculty member. The presentations represent the vast diversity of research experiences for students at the College, and form an essential part of evaluating student learning. The event is well-attended by all students (and quite a few of their parents), and serves as a model for underclass women as they plan for their senior year. A program from the most recent year can be found at: https://www.mtholyoke.edu/wcl/senior_symposium. Presenting at the Senior Symposium is encouraged by most of the natural and social science departments, and many faculty require students who are working in their lab group to participate. In Biochemistry the presentation is a requirement for the major.

Finally, many departments require senior capstone courses. Examples include majors such as Ancient Studies, Gender Studies, and Romance Languages and Literature. One department, Biochemistry, also requires all majors to complete a comprehensive exam that measures how much students have been able to assimilate of their discipline. In the languages, in particular, the ability to excel in any 300-level course provides unassailable evidence that students have achieved some mastery in the field.

The College also measures student gains outside of the classroom through an extensive array of surveys. This work is carried out primarily by the Office of Institutional Research. These surveys are conducted to measure various aspects of student life—and life after graduation—and to better inform administrative decisions on campus. Together, the suite of surveys provides a fairly complete and invaluable view of the student experience at Mount Holyoke. The full set of surveys can be found at: https://www.mtholyoke.edu/iresearch/surveys. One example of a finding that has had an impact on the curriculum involves student internships. In the Six Month Out survey (https://www.mtholyoke.edu/iresearch/smo), alumnae reported how important they felt internships were for their success after leaving the College, and provided feedback on any difficulties faced in completing an internship while a student at the College. This information has convinced the faculty and administration of the importance of internships for students, and has also informed policies that make more pre-professional experiences available to more students.

APPRAISAL
The NEASC evaluation team in 2008 reported that the College should emphasize the development and implementation of appropriate measures of student success in the academic major (the first Area of Special

Emphasis). This is an issue that has been studied by many committees on campus. As a first response to this concern, the Dean of Faculty and the APC convened an Ad Hoc Planning Committee (AHPC). This committee primarily examined the issue of curricular complexity, but also discussed of assessment of learning in the major. There were two chief recommendations that emerged from that report that have been implemented. One is that the APC would be reconfigured, so that a greater range of the curriculum would be represented by the faculty serving on the committee. The new configuration was organized in 2009, with the committee having representatives from the humanities, the sciences, the social sciences, the languages, and the arts. At the same time many of the previous tasks done by the committee were distributed to two new subcommittees, so that the APC could spend more time focusing on issues such as learning in the major and the structure of the curriculum as a whole.

A second recommendation made by the AHPC was that all departments and programs offering a major or a minor have a full-scale external review, at least once a decade, with an extensive self-study, a visit by a team of highly qualified outside evaluators, a report from that team, and follow-up on that report.   This is in addition to the increasingly detailed annual reports that have long been submitted to the Dean and President each summer by department and program chairs. In the past, only departments (seldom interdisciplinary programs) were externally reviewed, and this was not done systematically. Most were reviewed only when they were seeking to add new tenure-track lines in the department. Consequently some had been reviewed more than once or twice in the past fifteen years, and others have no record of ever having been reviewed. The Academic Priorities Committee developed a schedule for the completion of these reviews, which for the first time also included reviews of Centers and such components of the general education curriculum as First Year Seminars, Nexus, and senior capstone and independent work.   Department review guidelines and schedules are now on the [Dean of Faculty's web site](), along with an ever-increasing amount of other information for department chairs and faculty members.

In the past, most departmental reviews focused on research resources rather than learning. The APC and Dean of Faculty's office rewrote the reviewing standards to better ensure that reviews included assessment of the academic program of the College. Departments are now required to discuss the measurement of student learning in their self-studies. The evaluation of the curriculum is also an explicit charge given to all visiting review teams, and the Dean of Faculty discusses this issue with all department review teams when they begin their visit. In addition, all department reviews are made available to the APC. This enables the APC to better examine the issue of student learning, and assessment of such learning, across the College.

One example of the impact of this changing schedule of reviews involves International Relations. This is a program that has been in existence at the College for many years, but was never the subject of an external review. It has been quite popular with students, and annually is one of the largest majors at Mount Holyoke. In 2010 the program was reviewed, and major changes in the major resulted. First, the faculty in the program decided that it would be best if they were a formal department rather than a program, and were able to convince the faculty and trustees of the wisdom of this decision in 2011. Second, the faculty established learning goals for the major for the first time, and currently discusses these goals with students in classes and in advising appointments with those who decide to major in this area. Third, the faculty wrote a complete manual for distribution to both faculty and students who participate in the program. This manual includes the learning objectives, a description of the major and the courses in it, and a discussion of how to complete independent study and honors work in the major. The review was a crucial step in the further codification of this major, and has made it much easier to distribute resources within it.

Each department also now reports on its assessment of student learning annually. The practice of submitting annual reports to the Dean of Faculty and President at the end of June has been in place for quite a while at the College. In the past, however, these reports focused chiefly on faculty staffing, faculty research, budget resources, and the accomplishments of selected senior majors. Over the last few years, the Dean of Faculty's

office has changed the format of the report so that departments must also now comment on student learning and its assessment. In a set of requests drawn in large part from the Commission's E-Series forms, departments are asked to provide learning goals for each major, discuss how students learn about the goals, how learning outcomes are measured outside of the classroom, and the ways in which the major has changed in response to findings based on feedback from students and faculty.   The change in departmental reporting, and by many accounts the change also in departmental discussions, has been palpable. "Assessment," along with terms perhaps friendlier to faculty such as "effectiveness," "goals," "outcomes," and "impact" are much more common in the Mount Holyoke faculty vocabulary than they were five years ago. Young faculty come to the College completely used to specifying learning goals on syllabi. Faculty who seek grants, especially but not only in the sciences, are quite used to designing assessment measures. All faculty are aware of what a Mount Holyoke education costs our students and the increasing importance of ensuring that students find their education effective in the widest possible meaning of that word.

The last two batches of annual reports (2011 and 2012) provide many examples of the usefulness of the new emphasis on student learning. Environmental Studies (ES) reported on their use of student feedback, primarily gleaned from annual conversations with graduating seniors, to work on revising the major continuously over the past three years. This is a wide-ranging discipline, and working with students has enabled the faculty in the program to outline several specific tracks for students who decide to major in ES. This process has made it easier for students to understand how to complete the major, has resulted in improved academic advising, and has enabled students to better discuss what they have learned with those who are unfamiliar with the program. Physics used the call for more discussion of student learning as a topic for a departmental retreat in 2011. This meeting resulted in not only the formulation of learning objectives for the department, but also the reconfiguration of the curriculum within the major. The same has happened in Gender Studies, which also revamped the requirements for the major in 2011-12. Additional examples appear in the E-Series pages.

Departments have also continued to emphasize student learning in reviews of individual courses. As noted above, course evaluations have moved from a model of evaluating the teaching in the course to an instrument which asks students to reflect on what they have learned in the course. This transition has better enabled all departments to better evaluate the efficacy of courses within the major, especially when courses build upon one another. In a number of departments, syllabus redesign has resulted from review and evaluation of how well students in one course are prepared for the material in a more advanced course.

At the College level, there have been extensive evaluative processes regarding the distribution (general education) requirements. In the past year this discussion started in the Academic Core Task Force, which asked the APC to investigate the possible simplification of the distribution requirements. One thought behind this request was that changes in the requirements might be advantageous for both the budget and the admissions office of the College, but, more important, there was also concern that the current distribution requirements were not fully aligned with the College's learning objectives. It was also argued that a simpler set of distribution requirements would reduce the administrative burden faced by the faculty. Over the course of the 2011-12 year the APC discussed possible simplifications, prompted by input from faculty members and a discussion during the April 2012 Faculty Meeting. This discussion is being continued over the summer of 2012 by a subcommittee of the APC, which will reformulate general College-wide learning objectives for students and ways of measuring them.

The College is also continuing to develop and assess ways of enacting the Curriculum to Career concept. One of the issues discussed by the 2008-2009 Ad Hoc Planning Committee was implementing new Nexus tracks as a way of improving the ability of students to connect their academic studies to their work and career interests. Nexus, so called because the program connects curriculum to career, consists of three academic courses, an internship or research project usually done in the summer, and two half-courses on either side of the internship or research experience. The two half courses, College 210 and College 211, are known on campus

as the pre-experience and post-experience courses (or, sometimes, simply "pre" and "post"). The faculty approved a set of Nexus minors, and the Dean of Faculty hired a Nexus Director in 2009 to maintain these academic programs. Each Nexus track (e.g., Journalism, Media, and Public Discourse; Engineering; and Global Business) is chaired by a faculty member and led by a faculty steering committee that provides feedback in relation to proposed courses and student work. The courses that fulfill the Nexus minors are all part of the regular curriculum, but are assembled in such a way through advising that they work with an internship to give students a sense of how their academic work has prepared them for their life's work. During the past year, the faculty members involved in the Art and Society track, one of the first two created, met and discussed the purpose and functioning of it. The College decided to close the track because it was not connected closely enough with any clear career paths. However, the conversations led to the proposal for a new Design Nexus track, which is currently being formulated. The College is also evaluating whether the current pre- and post-experience courses are optimally structured to assist students in the Nexus program.

These Nexus programs are only one aspect of the larger arena of Curriculum to Career initiatives. The College has also discussed the need for all students to be more able to reflect on their learning in particular courses, and to see connections across the liberal arts curriculum and outward toward future employment. These issues are currently within the province of the Nexus Steering Committee, which continues to consolidate the Nexus tracks and to think creatively about how best to provide experiential learning through internships and research opportunities.

PROJECTION
The College has made great strides in transitioning from a more informal, ad hoc method of evaluation of learning outcomes to a more formal and explicit evaluation of learning within academic majors. The E-series forms capture a good deal of this work. The transition is far from complete, however. One main objective that remains is uniformly making students aware of learning goals within a particular major. Some departments are quite strong in this area, at times even including outside analysis of data that indicates the extent to which students are achieving learning objectives. Yet in other cases, students are not aware of all that they are expected to be mastering in undertaking a specific major. In 2012-2013, the Dean of Faculty and the APC will need to increase the use of departmental websites to more clearly explain the learning objectives of each academic program at the College. We note that the College has just moved to a platform that will make the maintenance of department and program websites far easier to keep up to date, by local staff and faculty members.

While all departments are increasingly discussing the development of learning objectives, and using them to shape and reshape their majors, we expect this process to continue and to be further refined over time. Most departments use student performance on coursework to assess student learning, and others are utilizing out-of-course performance to do so as well. For example, many of the majors in the arts use student performance in senior shows, in relation to written work, for evaluation purposes. Some departments use comprehensive exams or cumulative learning projects in capstone courses, and many use the Senior Symposium to focus student work. These processes will become much more common over the next five years, particularly as more and more departments experience external reviews.

The College has not yet adequately analyzed the relationship between degree requirements and general learning objectives for the College. There is a tension between two different ways to think about graduation requirements. One philosophy of these requirements is to think of them as requiring students to meet certain intellectual standards or goals. Some of the college requirements are explicitly oriented toward this notion, with the language requirement being the most obvious example. Although not explicitly phrased as a competency requirement, it is clear that by progressing to an intermediate course students must have gained a certain level of proficiency in a given language. The other way to think about graduation requirements can be described as an exposure model. Here the idea is that students should be required to expose themselves to a

certain range of courses, and thus a diverse collection of faculty members. The current distribution requirements assure students will gain some breadth of knowledge in the liberal arts. However, such a model does not guarantee that students will have achieved competence in particular academic skills, such as writing.

The faculty will also be discussing whether the current model, which is quite specific, might be better replaced by a more inventive one. For example, rather than requiring a certain number of courses in given divisions of the College, students would be asked to exhibit certain proficiencies and types of awareness. The College will need to clarify which model – proficiency or exposure – should be the dominant one, or if they should continue to use both in the creation of graduation requirements. Once a decision is made, the relation of the requirements to the assessment of student learning will have to be determined. This process will be aided by the work of the subcommittee of the APC that is examining the issue of learning objectives for the College. The APC will need to act on the recommendations from this committee during the 2012-2013 academic year, and make proposals to the faculty.

The College will also need to further define and implement the Curriculum-to-Career plan. The development of the Nexus tracks was a strong first step, and these tracks will need to be more fully evaluated in 2012-13. We assume that the College will continue to refine individual Nexus tracks to keep up with student interest and global development. As noted, these tracks have already been shown to be much more malleable than traditional academic programs. For example, the first Nexus track, in Sustainable Development, has been reconfigured as a track in Development Studies, while the Art and Society track no longer exists. Given this flexibility, the Steering Committee should be able to strengthen and expand this program much more easily than is the case with the rest of the curriculum. Of particular interest and immediate concern is the structure of the pre-experience Nexus course, College 210. The Nexus Steering Committee should determine whether this course is meeting its learning objectives by the end of 2013. Overall, the course seems to do an excellent job of preparing students to evaluate and translate the skills that they have attained in their liberal arts education to their internship opportunities. It also is effective in teaching students to search for positions, to enter various working and research situations, and to become efficient and effective workers. The course lacks specificity in relation to the specific Nexus tracks, however. There is a plan for the next offering of the course, in spring 2013, to base one of the six class sessions exclusively in the hands of the steering committee of the particular track in which the student is enrolled. Although the course needs to be refined and the faculty consulted to clarify its connection with the curriculum, the material that is taught is so helpful and important to students that the College would like to see as many students as possible participate through the selection of a Nexus track.

The Curriculum to Career initiative also includes plans for treating the Mount Holyoke campus as a learning laboratory through a program in which appropriately trained staff members take on student apprentices (who can also be paid for their work through work study funding). For example, a media technician with a BA in film production and an MFA in creative writing can train several film studies students a year well in practices of video production. Likewise, a computer programmer, a facilities project manager, or a museum curator could take on students who will learn and practice in a professional manner. These internships have the benefit of creating long-term relationships and helping students financially long past the term of the apprenticeship. It should quickly become apparent whether the experience serves the curricular aims of the program through advising and future success.

One final related issue is communicating all of this curricular change to current and potential students. By the end of 2012, the College will have completed and launched its branding initiative, which aims to clarify for prospective students, current students, faculty, alumnae, and the world outside of Mount Holyoke precisely where we excel and what we offer our students. The conversations that have been part of the year-long process have helped the community better understand and focus on our strengths, and will help the College evaluate and assess itself with more rigor and speed. We expect this process to help us further concentrate on

the areas in which we are strong and that are desirable to incoming students, and to help us consolidate and thus preserve those aspects of the curriculum that are essential to a liberal arts education but are currently of less interest to students. We are striving to become an ever more nimble institution, one which can depend on the strengths of its powerful traditions but is also able to serve a rapidly changing world.

Virtually all of these steps—further refining and communicating learning goals, implementing and evaluating Curriculum to Career, better branding and marketing the Mount Holyoke's educational offerings and effectiveness—are components of the strategic planning blueprint "Save, Simplify, Redirect" which is summarized at the start and end of this Fifth Year Report and provided in an appendix. We expect to have made significant progress in all of them by the time of our next planning cycle in 2016-2017, which by design will coincide with preparation of our next self-study for the Commission.

PLANS FOR THE NEXT FIVE YEARS

Mount Holyoke's new integrated planning cycle is designed to align with the reaccreditation cycle, so that a strategic planning process produces a refreshed set of plans just when we need to discuss the College's plans in a self-study or interim report. Though it took us two years rather than one to work our way through the challenges of producing a planning blueprint with twelve action steps and four strategies, as well as the three strategic goals which were clear at the end of year one, we are still able to say that our plans for the next five years are now clearly before us:

SAVE, SIMPLIFY, REDIRECT:
A STRATEGIC PLANNING BLUEPRINT FOR MOUNT HOLYOKE COLLEGE

GOALS

ONE   Mount Holyoke College will demonstrate a deep and abiding commitment to a liberal education grounded in the arts and sciences which prepares the next generation of women leaders for life, profession, and service through purposeful engagement with the world.

TWO   Mount Holyoke College will develop and begin to implement a financial model that is sustainable and achieves the College's goals while continuing to produce a balanced annual operating budget.

THREE   Mount Holyoke College will ensure that its policies, practices, and campus culture support the mission and values of the College, and are innovative, responsive to challenge and change, and continuously assessed and improved.

STRATEGIES AND STEPS

1. Enhance the value of the core undergraduate offering in the liberal arts to students and their families.
   - 1A. Curriculum to career.
   - 1B. Enhanced advising.
2. Lower the cost structure of the College.
   - 2A. Distribution and other College-wide requirements
   - 2B. Rightsizing
   - 2C. Faculty course load and workload equity.
   - 2D. Reduced cost of administration.
3. Gain new revenue from new markets.
   - 3A. Graduate and professional education.
   - 3B. International education.
   - 3C. Summer Mount Holyoke.
4. Optimize net tuition revenue.
   - 4A. Slow tuition and fee increases.
   - 4B. Strategically optimize financial aid.
   - 4C. Further prioritize net tuition revenue.

Mount Holyoke's most significant issues and initiatives for the next five years are contained in that blueprint, especially developing a distinctive and effective curriculum-to-career program, reducing operational costs, working through a set of questions about size (of the student body, of the regular and visiting faculty, of the faculty's course load), managing net tuition revenue, and expanding opportunities for new revenue. It is possible that this last item—new revenue from new markets—may lead to substantive change as defined by NEASC; College officials will stay in close contact with Commission staff, as we have done from the inception of Complementary Program Development (CPD), as possibilities emerge.

Our challenges were summed up a year ago by the Strategic Planning Committee:

The College is increasingly pressed to find new ways of attracting excellent students, doing more with fewer resources (instructional, financial, human) than our peers, and fostering connections for our students among their academic, co-curricular, and experiential realms of learning. Mount Holyoke's challenges fall into four overlapping categories. One set of challenges stems from trends in higher education generally, in liberal arts education more specifically, and in Mount Holyoke's academic experience particularly. Central to that experience is an extraordinarily intense and often highly personalized faculty-student interaction. Another set of challenges are financial ones stemming from Mount Holyoke's particular array of expense and revenue drivers, as well as larger questions about the future of the financial model upon which the small residential liberal arts college has long rested. There is a third challenge of explaining to the kinds of students we hope to attract and to their families exactly what it is that Mount Holyoke distinctively offers, and what difference a Mount Holyoke education makes.   This requires more than sharpening our communication about what we have to offer; it will require some enhancements and modifications to what we do. Finally, there are challenges of community and culture. We must ensure that the pressures on staff and faculty to do more with less do not erode the bonds of mutual respect, trust, confidence, and pride that enable us to continue our remarkable work.

We believe that the blueprint we have developed, coupled with sense of planning as a dynamic and iterative process, will take us a long way towards addressing those challenges. Together with an ethos of continual assessment, all of us at Mount Holyoke are committed to improving what needs improvement, and to nurturing and sustaining the programs and people that give Mount Holyoke its great distinction and strength.