Standard 4 • The Academic Program

The institution’s academic programs are consistent with and serve to fulfill its mission and purposes. The institution works systematically and effectively to plan, provide, oversee, evaluate, improve, and assure the academic quality and integrity of its academic programs and the credits and degrees awarded. The institution develops the systematic means to understand how and what students are learning and to use the evidence obtained to improve the academic program.

Overview

Over the last decade Middlebury has continued to evolve from a traditional liberal arts college into an educational institution with more diverse academic offerings and broader geographical reach. In addition to the undergraduate college at the core of our institution, enrolling approximately 2,500 students, Middlebury now has four graduate programs:

- the Graduate School of Translation, Interpretation and Language Education and the Graduate School of International Policy and Management, both at the Monterey Institute of International Studies and enrolling approximately 750 students;
- the Middlebury Language Schools, enrolling approximately 1,500 students (both graduate and undergraduate) spread across 10 schools;
- and the Bread Loaf School of English, enrolling approximately 500 students at four sites.

In the 2009-10 academic year Middlebury’s undergraduate and graduate programs conferred:

- 649 undergraduate college degrees (Bachelor of Arts);
- and 641 other degrees (284 Master of Arts, 58 Master of Business Administration, 43 Master of Public Administration, 3 Bachelor of Arts, all from the Monterey Institute; 59 Master of Arts and 5 Doctor of Modern Languages from the Language Schools; 81 Master of Arts from the C.V. Starr-Middlebury Schools Abroad; and 100 Master of Arts and Master of Letters from the Bread Loaf School of English).

THE UNDERGRADUATE COLLEGE

The undergraduate faculty has legislative authority over the academic program, but the president and, ultimately, the Board of Trustees have final authority over the direction and organization of the academic program. The Educational Affairs Committee, consisting of elected tenured faculty members and chaired by the provost, is responsible for matters of major educational policy and, to that end, ensures that departments are allocated necessary teaching resources. The Curriculum Committee, a subcommittee of the Educational Affairs Committee consisting of appointed faculty members and presided over by the dean of curriculum, oversees the establishment of new courses and changes in degree requirements. Each department and program undergoes an external review approximately once every ten years. Students have an active voice with regard to
the undergraduate program. The Student Educational Affairs Committee, a student-elected body, meets regularly with the Educational Affairs Committee and occasionally with the Board of Trustees’ Educational Affairs Committee.

**General Education**

*Description*
An undergraduate must complete 36 courses in order to graduate, at least 18 of which must be Middlebury courses. A student must complete a major, two college writing courses, at least two winter term courses, and two physical education units. Students may elect to complete a minor. The general education requirement divides the curriculum into eight academic categories; each student must take at least one course in seven of the eight categories (The Arts; Deductive Reasoning and Analytical Processes; Foreign Language; Historical Studies; Literature; Philosophical and Religious Studies; Physical and Life Sciences; Social Analysis), as well as one course in each of four cultures and civilization categories (Africa, Asia, Latin America, the Middle East, and the Caribbean; Comparative; European; Northern America). All general education, distribution, major and minor requirements are published on the College’s website and in the printed catalog. Completion of general education requirements is confirmed by the registrar’s office; completion of the major is confirmed by the appropriate department or program chair.

In partial fulfillment of the college writing requirement, all entering students take a first-year seminar (enrolling up to 15 students) that is writing intensive and taught by regular, full-time faculty who also serve as the students’ academic advisers. After successfully completing a first-year seminar all students are required to take a second College Writing course. All departments, including the foreign languages and sciences, participate in the first-year seminar program and offer College Writing courses. The director of the College’s Writing program (also director of the Center for Teaching, Learning, and Research) oversees the staffing of first-year seminars and College Writing courses and conducts orientation and training events for faculty in these roles.

*Appraisal*
Through the strategic planning process, concerns were raised about the complexity of the distribution (i.e., general education) requirements. The Strategic Plan recommended a consolidation of the College’s distribution (i.e., general education) requirements that would free up options for students beyond required courses and would clarify the major areas that we expect students to pursue in their coursework. Following up on this recommendation, the Educational Affairs Committee reviewed student transcripts and determined that the distribution of coursework across departments and divisions was sufficiently broad to be consistent with a liberal arts curriculum; on average, students had completed coursework in 13 different departments or programs during their Middlebury careers. The committee also concluded that the existing distribution requirements permitted students sufficient freedom to pursue multiple academic interests. No change to the distribution requirements was pursued.

The first-year seminar program has proven to be highly successful and is well regarded by faculty and students alike. Students rate the advising they receive during their first year as effective, and find it easy to connect with their advisors given the regular contact during class
time. Assessments of the development of students’ writing (further detailed later in this chapter) indicate significant improvement in writing skills through the first-year seminar. One recent change to the program has involved assigning each first-year seminar to a Commons, allowing students to live in the same residence hall as their first-year seminar classmates. Students have indicated that this arrangement was beneficial for them in making the transition to college. Thus, the Commons’ residence life system attempts to integrate the academic program and student life. Moreover, this residential/academic affiliation enhances the educational experience for students by providing students access to Commons support staff, a peer tutor, and co-curricular events. In addition, if the instructors so choose, first-year seminars are also assigned a reference librarian and an educational technologist. Both the seminar and writing courses are integral to the College’s curriculum and have the full support of the faculty and administration.

### Majors and Minors

#### Description

Middlebury undergraduates may major, double major, joint major, and minor in 48 areas of study. Traditional majors span the Arts, Humanities, Languages, Literature, Natural Sciences, and Social Sciences. In addition, Middlebury has eleven interdisciplinary programs that connect multiple areas of the curriculum.

A major requires a minimum of 10 semester courses. Major requirements vary in number between departments and programs, with an average of 12 courses required per major. The curriculum for each major is established by the associated faculty, guided by learning goals for the major. Most majors require foundational courses to prepare students for more focused upper-level courses and seminars. Students may pursue senior work, although at present such work is not required in all departments and programs. In order to ensure that the principles of a liberal arts curriculum are being followed in practice, students may not take more than 16 courses or two winter terms courses within their chosen major.

Middlebury now offers more curricular options than ever before. The recent addition of three languages (Arabic, modern Hebrew, and Portuguese), a minor in linguistics, and a minor in global health, reflect Middlebury’s continuing commitment to an internationally-oriented and diverse curriculum. More generally, the Middlebury curriculum is sufficiently flexible and diverse to accommodate most students’ interests within the broad context of the liberal arts. Highly motivated students with clearly defined educational goals that cannot be fulfilled within the framework of Middlebury’s existing majors may seek admission into the Independent Scholar Program and plan their own curricular programs with the assistance of a faculty adviser. Although small numbers of students choose this option, it is one way in which the institution monitors student interest in new curricular areas. Recent trends in independent scholar proposals have led to the formal establishment of the linguistics minor and the Arabic major.

#### Appraisal

There is significant variability in enrollments within departments and programs, and the academic administration and the Educational Affairs Committee regularly review enrollment data to ensure that staffing levels are sufficient to meet student demand. While the nature of faculty recruiting and hiring can make it difficult to respond to immediate enrollment pressures,
staffing has generally been allocated in ways that are responsive to student interests. For example, growth in enrollments in economics and Arabic has led to increases in staffing in both these areas over the last decade.

Interdisciplinarity is a prominent feature of Middlebury’s curriculum, and many of Middlebury’s interdisciplinary programs have grown in recent years. Neuroscience, a blend of biology, psychology, and philosophy has seen remarkable growth since its inception in 2000, and the number of molecular biology and biochemistry majors has almost doubled over 10 years. The International studies program also enjoys significant student interest, with 150-200 total majors per year. The international studies major now comprises seven tracks or areas of the world, and involves nine departments from the humanities and social sciences, and all ten language programs. The continued student interest in the international studies and international politics and economics programs reflects a broader trend towards the further internationalization of the campus. With approximately 150 majors, the environmental studies program reflects the College’s mission-driven commitment to environmental stewardship. The program was established in 1965 and is the oldest undergraduate environmental studies program in the country. It involves faculty across the curriculum, and encourages both the development of new courses as well as the integration of sustainability issues into existing courses. Similarly, although the number of students majoring in women and gender studies is smaller, this program also enjoys participation by a large number of faculty across a variety of disciplines.

Middlebury’s commitment to interdisciplinarity is consistent with other aspects of the College’s mission. Several interdisciplinary programs are also integrated into residence life, supporting our philosophy that education takes place in venues that extend outside of the classroom. For example, the Queer Studies House is advised by the women’s and gender studies program, while Weybridge House is an environmentally-oriented student residence advised by the environmental studies program. Interdisciplinarity also works to further our diversity goals. By acknowledging and celebrating curricular innovation, especially that which pushes the boundaries of traditional disciplines, we have the capacity to attract a more diverse faculty and provide students with more diverse options for learning across the curriculum.

The large interdisciplinary programs rely largely on departmental faculty for staffing. In the last decade, it has been more common to hire faculty directly into interdisciplinary appointments, or to articulate contractual obligations to regularly teach courses supporting interdisciplinary programs. This has ensured proper staffing for popular interdisciplinary majors like environmental studies and international studies. The Educational Affairs Committee should continue to monitor staffing and enrollments in interdisciplinary programs, and increase the number of interdisciplinary faculty appointments if necessary to avoid any increased burden on departments.

The Middlebury undergraduate faculty has demonstrated a willingness to change the curriculum to respond to both student interest and broader intellectual and pedagogical developments. Major curricular changes since Middlebury’s last reaccreditation include the elimination of the Sophomore Integrated Studies Program and the International Major, a variant of International Studies, which was designed to graduate students in three years. The College also eliminated the American literature major, replacing it was an interdisciplinary American studies program and
merging American literature with the English department, creating the Department of English and American Literatures. As mentioned above, other additions to the curriculum include majors in Arabic and neuroscience, and minors in global health, linguistics, Hebrew, and Portuguese. Other programs have been thoroughly overhauled, including the educational studies program (previously the program in teacher education) and the architectural studies program (previously a pre-architecture track) within history of art and architecture.

Since the last reaccreditation, following a recommendation in the Strategic Plan, the faculty voted to eliminate students' option to triple major. Students may double major, and the number doing so has increased over the last decade. One concern raised by some faculty about the number of double majors is the potential pressure on enrollments in upper-level courses within already popular majors to accommodate students trying to simultaneously fulfill the final requirements for two majors. Students, however, are vocal about their support for allowing the option to double major. The Educational Affairs Committee has investigated the issue and is not currently inclined to further alter policies regarding majors.

Also since the last reaccreditation, the College has examined the question of whether grade inflation exists and poses a problem. In 2005 an ad hoc committee on grade inflation reported that while there has been an upward trend in grades over the previous 15 years, there is no evidence that grades have risen predominately because of inflation. According to the committee the increase can be attributed to “changes in the characteristics of incoming students, changes in methods of teaching and assessment and changes in the overall educational environment.” The College, acting on one of the committee’s recommendations, eliminated the A+ grade.

One curricular issue that may need addressing in the future is the possible re-introduction of a pass/fail option for certain courses. Students have been vocal about the demanding nature of their academic and co-curricular commitments and the levels of stress that they experience. They have argued that a pass/fail option would permit students to make choices that would allow them to better balance the allocation of their time and energy. Although a proposal to introduce the pass/fail option for regular semester courses was voted down by the faculty in 2006-07, there remains sufficient interest in the issue that the Educational Affairs Committee will reconsider such a proposal.

Another curricular issue for consideration is the identification of additional curricular complementarities between the undergraduate college and the Monterey Institute of International Studies. Several initiatives have already begun, including a five-year course of study that results in earning both the BA and MA degrees. See below, under the Monterey Institute, for an appraisal and projection of other joint efforts.

Projections

- During the 2011-12 academic year, the provost and the EAC will discuss re-introducing pass/fail options for certain courses.
- The College administration will continue to seek new opportunities for intra-institutional teaching and learning. A focus will be on building curricular connections with the Monterey Institute, along the lines of the integrated 4+1 degree sequences or the Masters in Chinese.
Study Abroad

Description
Middlebury undergraduates may study abroad for one or more semesters, pursuing general and major coursework either at Middlebury’s own Schools Abroad in 13 foreign countries at one of our 49 partner institutions worldwide, or on non-Middlebury programs, frequently enrolling directly at foreign universities. The percentage of students studying abroad has hovered near 60% over the last ten years (58% of juniors in 2009-10), with 60% of those students studying at the C.V. Starr-Middlebury Schools Abroad, and the remaining 40% studying on non-Middlebury programs. Students from other institutions also apply to the C.V. Starr-Middlebury Schools Abroad, and the number of non-Middlebury students has grown substantially in recent years, by between 10 to 15% per year. In 2009-10, 204 students from other institutions studied at the C.V. Starr-Middlebury Schools Abroad, and in 2010-11, that number rose to 254.

At the C.V. Starr-Middlebury Schools Abroad, curriculum design varies substantially, and is dependent on local university relationships, faculty resources abroad, and logistical/financial constraints. In some countries (Germany and all Latin American countries, for example), students take most of their courses by directly enrolling in local universities; in others (China and the Middle East), all courses are developed (and faculty are hired) by Middlebury’s on-site directors. Other Schools Abroad have elements of both systems.

The curriculum at the C.V. Starr-Middlebury Schools Abroad is developed primarily by the directors of the Schools Abroad, who work with local university and faculty colleagues, academic departments at the undergraduate college, Middlebury’s Office of International Programs and Off-Campus Study, and, where appropriate, directors of the Language Schools. All coursework at all Schools Abroad is conducted in the target language, and students are required to take a Language Pledge that commits them to speaking only that target language. Curricula vary depending on the difficulty of the language; whereas in some languages, students are able to direct enroll (with tutorial support) in local universities alongside their host country peers, in others, there is more focus on language learning, even in those courses that are considered “content” courses in the target language. In direct enroll environments, students are able to take courses in any of the departments and disciplines that Middlebury offers, whereas in cases where the Schools Abroad are designing their own courses, curricular choices for students are more limited.

Appraisal
A key concern has been to ensure that study abroad is well integrated into the academic programs of individual students. In response to faculty concerns that students placed insufficient emphasis on the academic component of their study abroad experience, the Educational Affairs Committee (EAC) in 2001-02 assessed study abroad. The key result was a requirement that all students submit an essay in which they explain their “compelling academic rationale” for study abroad. Subsequently, in 2002, the faculty voted to include grades from all courses taken while studying abroad on the transcript. Before 2002, only grades from the C.V. Starr-Middlebury Schools Abroad appeared on student transcripts.
There has been no re-assessment of study abroad outcomes and how they compare to what was found early in the last decade in the EAC report. However, as part of an EAC-initiated discussion on grade inflation during the 2006-07, the international programs office carried out an extensive analysis of GPAs of all students, comparing grades of students who did and did not study abroad. They found very little difference between the change in grades from sophomore to senior year between the two groups of students, suggesting that students’ academic performance while abroad is comparable to the performance of juniors who stay at Middlebury.

Since the last reaccreditation, the C.V. Starr-Middlebury Schools Abroad has seen remarkable growth, opening 26 sites and closing just two sites. This growth heightens the importance of Middlebury undergraduate faculty involvement in and awareness of the academic offerings of the Schools Abroad. To that end, a Faculty Advisory Board (FAB), involving five faculty members, has been established for each of Middlebury’s nine schools abroad. Each year, two faculty members from each school’s Faculty Advisory Board visit and evaluate each school abroad. Faculty members who carry out these visits write a site visit report after their visit. As a result of these visits, a number of changes are made each year. Among the changes made in recent years are the cancelling of one program site in Spain, changes in course load requirements for students in Argentina, and the initiation of new university partnerships in France.

Middlebury commits to ensuring that any Middlebury College student who studies at a C.V. Starr-Middlebury School Abroad will receive a financial aid package that will make the cost of studying abroad no greater than studying on the Vermont campus. This policy allows students with lower family incomes to experience what we see as a significant aspect of the Middlebury experience. However, most Middlebury students choosing to study on non-Middlebury programs do not receive institutional financial aid. The principal exceptions are for students studying at the Centre for Medieval and Renaissance Studies in Oxford, or for those students whose major requires them to study abroad in a country and/or language where there is no school. Some students complain that this policy unfairly limits their study abroad options, but for financial reasons, it is unlikely that Middlebury will increase the number of non-Middlebury programs to which students can carry their aid.

Projections
- Beginning in the 2011-12 academic year, the dean of international programs will initiate an examination of current study abroad outcomes at the C.V. Starr-Middlebury Schools Abroad.
- The dean of international programs, in consultation with the College administration, will examine the feasibility of opening C.V. Starr-Middlebury Schools Abroad sites in India and Africa by fall 2013.

Winter Term and Internships

Description
Middlebury has a four-week winter term as part of its regular calendar. Students are required to complete a minimum of two winter term credits, the first of which must be taken on campus. Students take only one course during the month, and these courses range from traditional academic offerings to more experimental or interdisciplinary options. In addition, students may
be approved to participate in a credit-bearing off-campus internship. Approval for these internships is granted by the Curriculum Committee, with assistance from staff of the Center for Education in Action. Students are increasingly pursuing winter term internships for credit; in 2011, 128 students were approved for credit for these off-campus internships.

Regular undergraduate faculty are expected to teach every other winter term. Because some faculty are granted a release from teaching winter term due to administrative and other responsibilities, additional instructors are needed to mount the necessary number of courses for the month. The College typically hires 30-35 visiting winter term instructors who submit course proposals for review by the Curriculum Committee, which solicits recommendations from academic departments and programs about these proposals.

Appraisal
Many departments and programs have embraced winter term wholeheartedly. The foreign language departments, for instance, use the term quite successfully as an opportunity for intensive, nearly full-immersion language study. Other departments and programs use it as part of a senior program sequence. Many faculty appreciate the opportunity to explore new pedagogical approaches and design innovative and creative courses. Nonetheless, some faculty members find the particular nature of a four-week course to be poorly suited to the teaching of their disciplines. Others regret the shorter regular semesters that result from the allocation of four weeks to winter term.

Students have consistently expressed their strong support for winter term. They appreciate the variety of curricular offerings and the option for studying with visitors who bring different backgrounds and experiences to the curriculum. They also acknowledge that the atmosphere on campus during winter term is very different from that of the regular semester; the pace is slower, the demands on student time are fewer, and they feel freed to pursue more non-academic activities in this context.

Since the last reaccreditation, the faculty took up the question of whether to retain winter term. As it has in the past, the faculty supported continuation of winter term, but with some notable changes. Specifically, students had previously been required to complete four winter term credits, but the faculty voted to reduce that number to two, permitting students to pursue other non-credit-bearing activities during January. This faculty discussion of winter term also highlighted the question of whether students should also receive credit for some summer internships. The Curriculum Committee has expressed an interest in pursuing this question.

With all of its strengths, winter term has been, and is likely to continue to be, a source of debate on campus. There is a natural tension among the competing interests of different groups. Some faculty value the pedagogical opportunities presented by winter term, whereas others see it as a poor fit for their training and interests. It is also the case that many faculty benefit from the ability to pursue scholarly projects during winter terms when they are not teaching. Students prize the atmosphere and offerings on campus and the opportunity to pursue other options away from Middlebury. There is also concern about the need to ensure that visiting winter term instructors are appropriately selected and oriented. Finally, the previous reaccreditation review team identified a need to ensure the same level of rigor between regular semester and winter term
courses, and although the Curriculum Committee seeks to do this, no systematic assessment has been conducted.

Student Research and Senior Work

Description
Currently, many majors require students to complete some form of senior work, ranging from written theses to creative works. In majors where it is not required, students may elect to complete senior work. In 2009-10, approximately 55% of seniors completed some form of senior project.

Middlebury strongly values and supports student research. There are numerous internal funding sources available to students to support their research initiatives, in addition to grant-supported opportunities to work with faculty on their research. The recently-established Undergraduate Research Office encourages and publicizes independent and collaborative student research. This office has also, since 2007, hosted the annual Spring Student Symposium to celebrate student work. Students are invited to present their work to the community. No classes are scheduled on the day of the Symposium to allow all students and faculty to attend.

Appraisal
The Strategic Plan recommended implementing a requirement that all seniors complete an independent capstone project in their major. The Educational Affairs Committee (EAC) took up this recommendation and presented a proposal to the faculty for such a requirement, which was strongly supported by a vote of the faculty in 2008. This requirement was framed in the context of the addition of 25 new faculty positions and revised teaching load guidelines, both of which also were recommended in the Strategic Plan. The economic downturn, however, prevented the commitment of the 25 faculty positions and the implementation of new teaching loads. The plan to implement required work has thus been postponed, although the EAC has recently proposed somewhat revised teaching load guidelines that, if implemented, will permit a renewed discussion of the viability of required senior work. In support of this initiative, an effort to assess the degree to which current senior work projects meet the learning goals delineated by the EAC and approved by the faculty was begun in spring 2011. (More information on this initiative is provided in the subsequent section of this chapter on Assessment of Student Learning.)

Middlebury College provides excellent support for student research. Despite the economic downturn, funding for these student initiatives has been preserved. The emphasis Middlebury places on research is also evident in the prominence given to MiddLab on the College’s homepage, a growing site showcasing student research from numerous disciplines. The effects of this support can be seen in the marked success of the Spring Student Symposium, with over 200 students participating in 2010 by presenting papers, displaying posters, or performing, and a growth in the number of presenters each year.

Projection
- The Educational Affairs Committee (EAC) plans to focus on implementing senior independent work across all departments and programs. Having recommended new teaching load guidelines, the EAC will assess the teaching resources required for
universal senior independent work. With those resources quantified and fully understood, the EAC will bring a proposal for universal senior work to the faculty for a vote.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

Description
The Monterey Institute of International Studies was founded in 1955 to teach languages in a cultural context. Over 50 years later, the Institute’s programs have evolved into two professional graduate schools – the Graduate School of International Policy and Management (GSIPM) and the Graduate School of Translation, Interpretation, and Language Education (GSTILE) – offering masters degrees in the areas of language teaching, translation and interpretation, international policy, and international business; and specialized short-term training programs for professionals. An emphasis on advanced language proficiency and deep cultural understanding is the thread that runs throughout the Institute’s history and distinguishes its programs from those of its competitors.

The Institute offers 11 masters degrees, along with a number of joint degree, non-degree, and Peace Corps Master’s International programs, listed and described on the Institute’s website.

The Monterey Institute provides instruction and support in information literacy and information technology through the William Tell Coleman Library and the Digital Media Commons, both of which offer sessions on information resources as part of new student orientation, and follow up with a wide variety of workshops throughout the year that target specific student information and technology needs.

Appraisal
Prior to affiliation, Middlebury undertook a comprehensive review of the Institute’s programs. They found that the Institute’s strength in preparing language teachers, translators, and interpreters was inarguable and, in the case of conference interpreting, unique. However, the leadership at both Middlebury and the Monterey Institute concluded that in order for the Institute to achieve its potential as an institutional partner, complementing and extending Middlebury’s strengths, it would need to focus its attention on building academic excellence in the policy and management areas in a limited number of programs where solid foundations existed. For a more complete description of the efforts to reorganize and refocus the Institute’s programs between 2005 (affiliation) and 2010 (merger with Middlebury), see the Institute’s three-year plan (approved in October 2006); the Academic Excellence Task Force Report (2008), which grew out of the plan; and The Road Ahead (2010), a report on initial measures taken to reorganize the Monterey Institute’s curriculum, with projections for the immediate future. For the initial assessment of the Institute’s programmatic strengths and weaknesses, see The Monterey Institute Acquisition Opportunity, a report prepared for the Middlebury Board of Trustees in 2005.

The reorganization of the Institute into two schools in 2009 was intended to set the stage for realization of internal programmatic synergies, and to achieve administrative and curricular efficiencies that would lead to increased academic quality and a larger and better qualified
student body. Since the process of curriculum redesign within the new two-school structure is still underway in several programs, and is just being implemented in others, it is too early to tell whether or not the reorganization has produced the desired impact.

Recent milestones in program development have included leveraging the Institute’s internationally prominent James Martin Center for Nonproliferation Studies to create the world’s first MA program in non-proliferation and terrorism studies (MANPTS). The MANPTS program admitted its first class in the fall of 2010 with 53 entering students. The Institute also collaborated with colleagues at Middlebury to build on the combined strengths in languages, international studies, and environmental studies by developing five integrated (4+1) Middlebury BA/Monterey Institute MA programs. These are described at http://www.middlebury.edu/international/Middlebury-Monterey/dualdegree. The integrated degrees were first announced in the fall of 2010.

The Institute faces several continuing curricular challenges. The first centers on the need to increase enrollment of highly qualified students; to this end, the Institute has identified a need to create more flexible and relevant approaches for students to satisfy the Institute’s rigorous entrance and graduation requirements in languages without diluting the Institute’s commitment to language. In the past, all policy and management students except those planning to study Arabic needed to be able to place into the 300 level of their chosen language in order to be admitted to the Institute. This has meant that, while the Institute’s language requirement is one of the key differentiators for its policy and management programs, it has also been a roadblock for many otherwise outstanding students who lack only the required language proficiency to qualify for admission.

As a first step, Spanish has been added to Arabic as a language that students can begin to study at the 200 level. The Institute anticipates that this accommodation will lead to more and better applications for admission, and therefore more selective admissions and an academically more qualified entering class overall. Issues that remain to be considered and resolved include ways of making more language study options available to students after matriculation, including immersive experiences and opportunities to begin new languages or continue languages not now taught at the Institute, and greater emphasis on inter-cultural competence across the curriculum.

A second challenge involves the curriculum of the MBA program. This program has suffered from declining enrollment over a period of years, and the Institute has identified its generic curriculum as a barrier to recruitment success and student satisfaction. A proposal from the MBA faculty to redesign its curriculum has been approved for implementation in 2011. By reconfiguring core requirements, the MBA faculty has been able to reduce the number of required courses and achieve a variety of objectives, including increasing the freedom for students to pursue specialized course work tailored to their career interests and increasing opportunities for faculty members to create new electives. Phase two of the MBA redesign will involve the use of the freed elective slots to develop specializations that further differentiate the Monterey Institute MBA from competitors, and align better with the Institute’s overall strengths in areas such as international development and sustainable business. The administration of the Institute will be following these developments very closely.
The final curricular issue in need of attention is the development of integrated programs with other Middlebury entities. Opportunities to further leverage the merger with Middlebury by taking advantage of natural program synergies are under active consideration. In the fall of 2010 Monterey and Middlebury began to move forward with the creation of its first truly joint degree program, a Master of Arts in international education management. This program, if approved, would combine existing Monterey Institute strengths in non-profit management and language program administration with the opportunities for rich practicum experiences and second language coursework provided by the Middlebury Schools Abroad. In the timeline now under consideration, the first cohort of students in this program would begin their studies in fall 2012.

**Projections**

- The faculty and academic administration of the Monterey Institute will create more flexible and relevant approaches for students to satisfy the Institute’s rigorous entrance and graduation requirements in languages without diluting the Institute’s commitment to language learning as central to all its programs. (Pilot in fall 2011, assessment and further implementation in fall 2012.)
- The deans of the two graduate schools will continue to build capacity in those programs showing the strongest potential for enrollment growth by creating three new faculty positions for fall 2011.
- The dean of GSIPM and the program chair of the MBA program will undertake curricular change to refocus a program that has suffered from declining enrollment. (Pilot in fall 2011, assessment and further implementation in fall 2012.)
- The deans of GSTILE and GSIPM will continue to explore and exploit synergies between schools and programs.
- The Institute’s academic administrators and admissions staff, working with a centralized Middlebury institutional research office serving the Monterey Institute, will track the impact of reorganization and curricular changes on enrollment and academic quality by looking at such measures as trends in applications and yield, incoming student GPAs, graduating student GPAs, other measures of achievement of desired program outcomes (testing, portfolios, capstone projects), and career data one year and five years after graduation.
- The Monterey Institute provost and deans will work with counterparts on the Middlebury campus to develop and launch a joint Masters of Arts in international education management in fall 2012.

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**MIDDLEBURY LANGUAGE SCHOOLS**

**Description**

Every summer, roughly 1,500 students attend the Language Schools, summer immersion programs in ten languages: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, and Spanish. The first language school, the German School, was founded nearly 100 years ago in 1915, while the most recent addition to the Language Schools, the Brandeis University-Middlebury School of Hebrew, was established in 2009. All 10 language schools offer undergraduate coursework in seven or eight week sessions, depending on the difficulty of the language. Students can pursue graduate work leading to an MA degree in six languages (Chinese, French, German, Italian, Russian, and Spanish) through enrollment in six
week sessions. Middlebury also offers the Doctor of Modern Languages (DML) degree combining coursework in two languages (chosen from French, German, Italian, Russian, or Spanish).

Most language schools are based at the Middlebury campus in Vermont. Recently, two schools were moved to Mills College in California (Arabic and Japanese). French and Spanish have instruction both in Vermont and California. There are also two summer locations abroad at the Université de Poitiers, France and in Guadalajara, Mexico.

Students come to the language schools to either improve their language skills or to earn an MA or DML. To earn an MA, students have two options: either they come to Vermont for one summer and complete an entire year of study at one of the C.V. Starr-Middlebury Schools Abroad in conjunction with our partner universities, which is sometimes followed by another summer in Vermont; or they do their coursework over four summers. Many students are teachers of the respective language and come to get additional training and qualification.

The Language Schools are administered in a semi-autonomous fashion. Each school has its own director, who reports to the vice president for Language Schools, Schools Abroad, and graduate programs. All Language Schools directors meet on a weekly basis throughout the summer with the vice president and Language Schools staff to coordinate activities and discuss policy issues.

Each Language School develops curricula for different language levels, from beginning through advanced, and students are placed in the appropriate level at the outset of each summer session based on placement tests. The Language School directors, along with their associate and/or assistant directors, are primarily responsible for setting up the curriculum each summer, with a goal of providing a balanced curriculum covering language, literatures, linguistics, pedagogy, and other fields. Coverage of these areas is greater in some Language Schools than in others, depending on the size of the student body and whether the program offers graduate courses. In all cases Language School directors aspire to develop a curriculum that has both breadth and depth.

Appraisal
The Language Pledge is the most effective and most central piece of Middlebury’s Language Schools. Students are required to communicate only in the target language during their time in the program, which guarantees a full immersion experience inside the U.S. that no other program nationwide offers. Students’ commitment to the pledge is central to their success, and the importance of this commitment is reflected in the policy that failure to maintain the language pledge can lead to expulsion from the school without refund. With the advent of modern telecommunications, it has become harder to enforce the pledge, and faculty members have started to rethink ways in which to take advantage of this technology and limit students’ temptation to undermine the spirit of the pledge.

For reasons having to do with varying levels of difficulty, different historical backgrounds, and different cultures, the Language Schools vary in their programming, their requirements, and their pedagogy. Differences in pedagogy are reflected in the ways disparate cultures approach education, and these are considered part of the immersion experience.
A recent significant change involved moving some languages from a nine-week to an eight-week session; this takes effect in summer 2011. This was done to promote the maintenance of the language pledge, since many students took advantage of the mid-summer break to speak in English. This shorter summer session has only marginally reduced instructional time. Since the effects of this change are as yet unknown, it will be necessary to evaluate its impact after it has been in effect for several years.

Because of steadily growing enrollments in the Language Schools in the past five years, the Language Schools moved part of its operations to Mills College in Oakland, California in 2009 to accommodate this additional growth. In 2011 the entire Arabic and Japanese schools and part of the French and Spanish schools will operate out of the Mills campus. To date, this expansion has proceeded smoothly, and the vice president for Language Schools, Schools Abroad, and graduate programs spends about two weeks at Mills each summer. Given the success of the expansion to Mills College, if Middlebury decides to add new languages, or increase enrollments in some languages, it may consider other new sites in addition to the current Vermont and California locations.

Special programs in the Language Schools have also begun to serve government agencies and particular professional groups, such as the German for Singers program (added in 1999). The success of this program has led to the launching of an Italian for Singers Workshop in 2010. Other recently added programs include the new MA in Chinese, which combines coursework in the Language Schools and at the Monterey Institute.

Projections
- The Language Schools, in assessing its needs and capacities, will discuss with all relevant offices the feasibility of adding additional languages and sites.
- The Language Schools will evaluate the effects of the shift from a nine-week to an eight-week session for certain languages during the 2012-13 academic year.

BREAD LOAF SCHOOL OF ENGLISH

Description
The Bread Loaf School of English was established in 1920 to provide summer, graduate-level education primarily for teachers of English and the language arts. The program runs for six weeks every summer and offers MA and MLitt degrees in English as well as a certificate in continuing education. The main campus is in Ripton, Vermont, and there are additional campuses in Oxford, United Kingdom (established in 1978), Santa Fe, New Mexico (1991), and Asheville, North Carolina (2006). The school offers a uniquely broad curriculum including courses on English, American, and world literatures, as well as in the related fields of creative writing, theater arts, and the teaching of writing. The curriculum at each campus emphasizes courses linked in some way to the geographic location of the campus and underscoring the relation between literature, writing, and place. Ordinarily, students complete two courses per summer and complete their degrees within four to five years, although they are allowed ten years. Admitted students may attend any or all campuses during their Bread Loaf career but are
required to attend the home campus in Vermont at least once. Every summer, roughly 500 students are in attendance.

The Bread Loaf program also features a well-established, nationally and internationally active teacher network, the Bread Loaf Teacher Network (BLTN), established in 1993, open to all Bread Loaf students and providing year-round professional development for K-12 teachers. In the summer, students in BLTN create technology-rich curricular projects, based on their Bread Loaf course work, to implement in their classrooms during the academic year. In the past, the work of BLTN public school teachers has been supported by major foundations, as well as by school districts and state departments of education, with the result that the student population at the Bread Loaf School of English (originally comprised of mostly private school teachers) has expanded to include public school teachers from rural, urban, and under-resourced schools.

All campuses are administered year-round by a director and associate director who report to the vice president for Language Schools, Schools Abroad, and graduate programs; a coordinator on the Bread Loaf office staff handles each campus. During the summer, the director and associate director are on site in Vermont and make week-long visits to each of the other campuses, which are staffed by on-site directors from the Bread Loaf faculty.

Appraisal
Since the last reaccreditation, the major change in the Bread Loaf School of English has been in the opening and closing of sites. Both newer sites, in Santa Fe and Asheville, offer focused instruction on regional literatures, specifically of the Southwest and Southern and African American literatures, respectively. The School opened a site in Juneau, Alaska, in 1998, with the hope of (and grant money for) attracting native American students and teachers at native American schools; the campus was closed in 2007, as external financial support dried up and student interest and ability to attend diminished. In 2003 the School opened a site in Guadalajara, Mexico, as part of a joint venture with the Middlebury Language Schools. A lack of adequate infrastructure (e.g. dorm rooms, common space, and eating facilities) contributed to a decision to close the site in 2004 and to focus resources on the remaining campuses. The campuses at Santa Fe and Asheville, along with the well-established campuses in Vermont and Oxford, have proven to be popular and sustainable, giving the Bread Loaf program an effective geographic and cultural reach; no new campuses are currently under consideration.

The other major change has involved the institution of Writing Centers at each of the U.S. campuses, where the curriculum includes courses on the teaching of writing. This development evolved from an assessment, primarily, of formal faculty evaluations (comment cards), which identified a need for more support of student writing at Bread Loaf. In 2009, Writing Centers were piloted at two campuses and a donor fund was established to support these activities. In 2010, these centers became an official part of Bread Loaf’s offerings at all three U.S. campuses, and in 2011, two courses on writing center pedagogy and practice have been added to the curriculum.

The economic downturn has resulted in diminished funding to bring public school teachers to Bread Loaf. This has resulted in an 80% decline in the number of funded fellows within the BLTN, and a diminishment of Bread Loaf’s ability to attract and support public school teachers.
In 2010, only 29% of the student body consisted of public school teachers. In the next five years Bread Loaf directors will aggressively pursue grant initiatives that would support public school teachers.

Projection

- Starting in summer 2011, the Bread Loaf School of English will begin to evaluate the success of its Writing Centers.
- The directors will pursue grant initiatives to fund the Bread Loaf education of and outreach to public school teachers. In 2011, the director of the Bread Loaf Teacher Network will appoint advisors within the network to assist in these efforts.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

Description

Information about the degree requirements and policies regarding the award of academic credit for each of the College’s programs is available in online handbooks and course catalogs. The undergraduate catalog is also available in print.

The degrees offered by the programs of Middlebury College include the Bachelor of Arts, Master of Arts, Master of Business Administration, Master of Public Administration, Master of Letters (MLitt), and Doctor of Modern Languages (DML). The bachelor’s and master’s degrees are consistent with comparable degrees at other institutions in terms of required credits. Middlebury appears to be the only school accredited by NEASC that offers the MLitt degree, although a few other institutions in the United States do offer the degree. The DML degree is unique to Middlebury; its requirements include 11 courses, a publishable doctoral thesis, graduate level proficiency in two languages and a defense of the dissertation in both languages. These requirements fall within the range of requirements for PhD programs in foreign languages at other NEASC institutions. In addition, the Bread Loaf School of English offers a certificate in continuing education, and the Monterey Institute offers a variety of certificates.

In the case of all of Middlebury’s programs, courses are reviewed for content, requirements, contact hours, and applicability to the mission by the groups or individuals charged with oversight of the curriculum. Middlebury undergraduate courses are reviewed and approved by the Curriculum Committee, which is chaired by the dean of curriculum. Monterey Institute courses are reviewed and approved by the programs chairs and the dean of the appropriate graduate school. The Institute offers a small number of courses with some online component; these, too, are reviewed and approved for credit by the same individuals. Language Schools courses are reviewed and approved by the individual school directors. The determination of which courses receive credit from the C.V. Starr-Middlebury Schools Abroad is made by the director of each school. Courses at the Bread Loaf School of English are reviewed and approved by the director, in consultation with the associate director, the director of the writing curriculum, and the director of the theater program, where relevant.

At the undergraduate college, winter term credits may be earned through both coursework and the completion of approved internships. The process for awarding winter term internship credit is
managed through the Center for Education in Action. Undergraduate students may also earn internship credit through one of the Schools Abroad. That process is overseen by the individual school director. Presently undergraduate students may only receive academic credit for internships completed during winter term or while enrolled at a School Abroad.

The undergraduate college awards academic credit based on minimum scores on Advanced Placement (AP) and International Baccalaureate (IB) exams. No more than five AP credits may be counted toward the BA, and no more than nine IB credits may count toward the BA. Academic departments and programs establish policies regarding the awarding of credit for AP scores and the dean of international programs reviews all IB results in determining the awarding of credit.

Undergraduate students may earn four, five, or nine credits toward the BA while studying abroad at a C.V. Starr-Middlebury School Abroad or on a non-Middlebury study abroad program. Credits earned while at a School Abroad are recorded on the undergraduate transcript, along with the letter grades, and are included in the undergraduate grade point average. While credits from non-Middlebury study abroad programs are considered transfer work, these non-Middlebury grades are also included in the undergraduate grade point average.

Other undergraduate transfer credit is reviewed and approved in a two step process. The department/program chair relevant to the course under consideration reviews the course to verify that it is appropriate for transfer as a liberal arts course and that it is suitably rigorous. The dean of international programs also reviews and approves the course and program. To maintain academic integrity, no more than one half of a degree (i.e., 18 course credits) may be transferred from another institution. Similarly, MA students in the Language Schools seeking to transfer credit also follow a two-step process, the first being a review by the director of the school for content, and the second a review by the associate registrar for duration and accreditation. The Language Schools limit the number of transfer credits for the MA or DML to three. At the Bread Loaf School of English, transfer credit is reviewed and approved by the associate director; the evaluation is based on course descriptions, syllabi, class hours, and transcripts. Up to two transfer credits may count toward the MA or MLitt degrees. Requests for transfer credit at the Monterey Institute are reviewed and approved by the dean of the specific school. The Monterey Institute limits the number of transfer credits to 25 percent of the degree.

Faculty at all of Middlebury's entities evaluate the students’ work and assign final grades. Undergraduate faculty “are expected to require a sufficient amount of written and/or oral and/or practical work so that both the instructor and the student are able to evaluate the student's progress in the course.” (Middlebury College Handbook) Undergraduate and Monterey Institute faculty are required, by their respective handbooks, to make grading policies for each course clear in the course syllabus. The Language Schools and Schools Abroad in France, Italy, Latin America, and Spain also require faculty to make grading policies clear to students, while the Schools in China, Egypt, and Russia, and the Bread Loaf School of English are currently working on developing this requirement for inclusion in their handbooks with plans to have them in place by summer 2011.
Policies regarding academic honesty, plagiarism, and cheating, as well as academic disciplinary policies are published in the handbooks of various programs. The undergraduate college has an Undergraduate Honor System which each student must agree to abide and uphold. The Honor System lays out the procedure for the offering of examinations and also details the process that is undertaken when a student is suspected of having committed academic dishonesty. The Honor System underwent a thorough review in 2008-09 as part of a regular periodic evaluation and resulted in some changes in the system.

The Language Schools require all students to take the Language Pledge. This pledge requires students to use only the language they are studying for the duration of the program. Students found to be in violation of the language immersion pledge are expelled from the Language Schools. The Schools Abroad also require that their students comply with the spirit of the Language Pledge.

Appraisal
The merger with the Monterey Institute has increased the complexity of reconciling credits from programs across the institution. The Monterey Institute records its credits using semester hours, while the rest of Middlebury uses a course unit system where one course is equal to one credit regardless of contact or classroom hours. Middlebury considers one undergraduate credit the equivalent of 3.3 semester hours and one graduate credit the equivalent of 3.0 semester hours. These inconsistencies have made it somewhat administratively difficult to facilitate cross-entity enrollment and leads to some confusion among students and external audiences. In addition, the policy of counting all undergraduate college courses as equivalent to a single credit fails to acknowledge that some courses involve greater number of classroom hours than others (e.g., introductory foreign language courses, courses with required laboratories).

There are also some discrepancies in the awarding of credit at Middlebury Schools Abroad between Middlebury and non-Middlebury students completing the same course work. The College’s practice of awarding credit on a semester (four units), semester+winter (five units), or full year (nine units) basis forces the College to make individual students’ course loads fit within these constraints. This practice may result in students enrolled in the same course earning different credit unit values, depending on their length of stay. The College needs to undertake a coordinated effort involving representatives from each entity of the institution to recommend a credit system that is consistent across the institution to the decision-making bodies at each program.

There has been discussion in the last few years about the undergraduate college’s current policies regarding AP and IB credits. Some have expressed concern about the degree to which these credits are, in fact, equivalent to Middlebury College coursework. A 2008 review of data on the use of AP and IB credits found that 45% of Middlebury undergraduates counted at least one AP or IB credit toward the 36 required for graduation.

As noted above, the undergraduate college awards credit for winter term internships and internships undertaken while studying abroad. The undergraduate college does not offer credit for summer internship credits, although students may request that a notation be placed on the academic transcript indicating completion of the summer internship and where it was done. This
is problematic for some students who wish to participate in summer internships whose sponsors require that they receive academic credit. There are some members of the undergraduate faculty who question whether or not the awarding of internship credits is consistent with our liberal arts orientation.

In addition, the undergraduate college participates in dual degree programs in engineering with Columbia University, Dartmouth College, and Rensselaer Polytechnic Institute. These programs lead to the awarding of a BA degree from Middlebury and a Bachelor of Science or Bachelor of Engineering degree from the other institution. The program is overseen at Middlebury by a rotating faculty advisor in a related field. Since 1999, two students have participated in the Columbia program, five students have participated in the Dartmouth program, and none has participated in the RPI program.

As new opportunities for students across the institution’s programs are developed, we need to identify ways to monitor the successes and challenges created by each opportunity. Since the merger with the Monterey Institute, five integrated degree programs have been created allowing Middlebury undergraduate students the ability to complete a BA and MA degree in five or five-and-a-half years. Now that these kinds of curricular opportunities are being identified, and students are opting to pursue them, the College needs to articulate a clear set of procedures for vetting these programs. The vetting process should include both academic and administrative offices in the entities involved with the integrated program.

Projections

- The provost will outline a process for considering Middlebury’s credit hour system and identify the constituencies at each entity to be involved in the fall of 2011. The appropriate parties will begin their work in 2012, with a goal of recommending any changes by 2013.
- The Curriculum Committee is currently reviewing policies and procedures around the awarding of credit for AP, IB, and internships based on concerns raised by some faculty about the practice of awarding credit for AP and IB, and to achieve greater consistency in the awarding of credit for internships. They will make recommendations on any changes to these policies by the end of the fall of 2011, which would be presented to the faculty for a vote in the spring of 2012.
- Beginning in 2011-12, the provost will institute a regular schedule of reviews of our integrated, combined, and dual degree options. Each review will involve consultation with administrators and staff responsible for oversight of the degree program and with recent students who have or are participating in the degree program.

ASSESSMENT OF STUDENT LEARNING

The Undergraduate College

Description

The history of assessing undergraduate student learning has largely emphasized the collection of indirect evidence through student surveys, but has more recently expanded to include multiple,
broad-based initiatives for collection and review of direct evidence of student learning. Regarding indirect assessment, the institution has regularly gathered data from students through the distribution of national surveys, including the National Survey of Student Engagement (NSSE), the CIRP Freshman Survey, the HERI College Senior Survey, and most recently the COFHE Senior Survey. Each of these surveys contains items related to student expectations and learning experiences, as well as items asking students to evaluate their own learning. In general, Middlebury students’ responses to these items are very positive, at or above the average responses of students at peer liberal arts institutions. Only recently, however, have systematic analyses of the results of these surveys been conducted to look for evidence relevant to particular aspects of students’ curricular and co-curricular experiences. For example, data from these surveys have recently been used to investigate the nature of students’ experiences with senior work and their interactions with the Career Services Office (now a part of the Center for Education in Action).

In Middlebury’s 1999 comprehensive NEASC evaluation, and again in NEASC’s response to the College’s five-year interim report, concerns were raised about the reliance on indirect evidence as the source of learning assessment. In the last several years, efforts have been made to respond to this concern, moving beyond the indirect assessment of learning via student surveys to the assessment of learning through a direct evaluation of student work. One noteworthy example of this is our work on a four-year project evaluating the development of students' writing skills over their four years at Middlebury. The project, funded in part by the Teagle Foundation, is related to a larger consortium project (the New England Consortium on Assessment and Student Learning, or NECASL) which has followed the class of 2010, using interviews and surveys to learn more about student learning and decision-making regarding their academic experiences. Related to this project, Middlebury has also collected four years’ worth of writing samples from 45 members of the class, developed rubrics for assessing student growth in writing, and used Middlebury faculty to score the writing samples. Initial data analyses demonstrate that students improve with respect to some, but not all, writing skills assessed. The final stage of this project, the evaluation of students’ writing during their senior years, will take place during the summer of 2011.

Another direct assessment initiative involves senior independent work. In 2008, the undergraduate faculty endorsed legislation to require all students to complete an independent project during the senior year, and although the implementation of this requirement has been delayed, efforts have begun to understand the degree to which current senior work projects meet the learning goals established for the requirement. This initiative was developed as part of Middlebury’s participation in the current Wabash Study, sponsored by the Wabash Center of Inquiry in the Liberal Arts. Wabash Study institutions identify assessment priorities and develop a plan for gathering and analyzing relevant data and implementing institutional change on the basis of the findings. One of the main foci of our participation is on the development and use of a rubric to evaluate students’ senior work. In the spring of 2011, faculty will use the rubric to assess students’ senior work presentations made during the annual Spring Student Symposium. The results of this assessment will be compiled and analyzed during the summer of 2011, and will be reported to the Educational Affairs Committee and to the faculty in the fall.

A third major learning assessment initiative began during the 2009-10 academic year and focuses on the assessment of learning within the major. The initial phase of this effort involved the
development of learning goals for each major. By the spring of 2010, faculty had agreed upon goals for student learning within each major, and these learning goals were placed on each department or program’s web page. During that term, department chairs and program directors participated in assessment workshops that identified strategies for working with colleagues to develop a plan for directly assessment student learning in the major. During the 2010-11 academic year, departments and programs have been asked to conduct and report on their assessment plan; the reports of these efforts are summarized in the E-series form associated with this chapter. These efforts have been supplemented by the distribution of student evaluations of each major to departments and programs, drawn from the 2010 COFHE survey. Data showing average responses from students at peer institutions to these same items evaluating students’ experiences in their majors (with names of institutions masked) will also be provided in the spring of 2011.

External reviews are another source of assessment data related to the curriculum and majors. The undergraduate college has, since 1995, conducted regular evaluations of academic departments and interdisciplinary programs through external reviews. Typically, two to three of these reviews take place each year, involving a self study conducted by the department or program faculty, and a visit from faculty in the discipline from other institutions who provide an evaluation of the major curriculum and other aspects of department and program functioning. Following each review, the department or program under review submits a written response to the review team’s report, and meets with the academic administration to determine how to proceed with the implementation of any changes that result from the review. Reports from these reviews are also provided to the Educational Affairs Committee, which consults them when considering staffing requests.

Appraisal

As recently as five years ago, there was little direct assessment of student learning conducted at the undergraduate college. Moreover, despite the abundance of student survey data regarding students’ academic and co-curricular experiences, these data often were not communicated to the relevant committees or to the faculty. Given the absence of an institutional culture around the practice and communication of assessment, we believe we have made good progress. We have collected data relevant to both college-wide and departmental learning goals, and we have begun to communicate these findings to the faculty. Some changes have been made to the materials provided to faculty teaching First Year Seminars in response to initial findings from the Teagle/NECASL writing assessments, and some departments have made minor changes to their curricula based on early findings from their assessments of the major.

Despite the encouraging progress we have made on the assessment front, we recognize that we face a particular challenge in making sure that each of the assessment initiatives described here (and others we might undertake in the future) are brought to meaningful conclusion through the complete analysis of results and the communication of findings to faculty and committees who might make use of this information in order to make changes to the curriculum. All of these assessment projects will reach the analysis of data/communication of findings stage in the next two years, and it is imperative that we “close the assessment loop,” and get the maximum benefit from these efforts. The dean of planning and assessment will work with participating offices and faculty to ensure that this occurs.
Similarly, it is also important that assessment efforts, especially within the major, be sustainable over time. Communications about assessment to the undergraduate faculty have emphasized that these efforts need to be ongoing, and have encouraged the use of assessment methods that are incremental, focused, and meaningful.

**Projections**

- The final phase of data collection in the Teagle/NECASL project assessing the development of student writing will take place in the summer of 2011, with the evaluation of senior writing samples. The final results and conclusions from this project will be communicated to faculty and to the Educational Affairs Committee during the 2011-12 academic year for consideration.
- A report of the findings from the senior work rubric assessment project will be reported in the fall of 2011 to the Educational Affairs Committee and to the faculty as part of the conversation about the implementation of required senior work.
- Departments and programs will be asked to submit an annual assessment report/update in the spring of each year to the dean of planning and assessment and the dean of curriculum, and these reports will be reviewed by the Curriculum Committee.

**Monterey Institute of International Studies**

**Description**

The Monterey Institute has a strong tradition of assessing student learning. The Institute administers a comprehensive professional exam system for its Translation and Interpretation programs as a means to certify the readiness of its graduates for the professional market. Students are not required to pass this rigorous exam to receive a degree, but they must take it. Students who pass the professional exams are granted the Professional Exams Certificate.

The TESOL and TFL programs require students to compile an extensive portfolio, including a self-assessment portion, at the end of the second year. Each portfolio is examined by two instructors. (See portfolio requirements and Competency Assessment Framework.)

The Graduate School of International Policy and Management uses a variety of assessment approaches, from instructor and peer review of student deliverables to documentation from fieldwork supervisors. The MBA program is, concurrently with the NEASC reaccreditation process, preparing for an AACSB reaccreditation visit in 2012. Approaches to assessment in this program have been formulated to meet the rigorous standards of AACSB and include development of an international business plan as a capstone requirement.

Another form of assessment at the Monterey Institute focuses on the rigorous language requirements for admission. Students applying to Translation and Interpretation programs must pass early diagnostic tests before they can be admitted, and students in other programs must demonstrate language proficiency at the 300 level or higher (with exceptions for admission of Spanish and Arabic students at the 200 level).
Appraisal
Extensive curricular reorganization within the Graduate School of International Policy and Management has created a situation in which approaches to assessment flow less cleanly from the requirements of the curriculum than they did in the past. As the dean and program chairs work to refine and refocus the curricula of the various programs, there is also a need to ensure that assessment of learning remains in sync with curricular change.

Early diagnostic tests and language proficiency tests are administered on paper, and are therefore cumbersome to update, and inefficient to administer and score. It is also difficult to provide for any degree of test security, since paper versions of the test could easily be copied and shared with others. The faculty needs to employ online test-building software to create adaptable, efficient and secure testing instruments.

Projection
- The GSIPM dean and program chairs will recalibrate assessment approaches for policy and management programs. Prior to reorganization into two schools, each degree program utilized a Competency Assessment Framework similar to those employed by the TESOL and TFL programs. Given the curricular reorganization that is taking place within GSIPM, these are now somewhat dated and need to be aligned with revised curricula. This process will take place in 2011-12.
- The GSTILE dean and faculty will rewrite all placement tests for the Graduate School of Translation, Interpretation, and Language Education on a new online platform, to provide more efficient, more secure, and more consistent assessments of language proficiency. Work on this project has begun and the first tests will be piloted in the spring of 2012, with full implementation planned for fall 2012.

Language Schools and Schools Abroad

Description
Students attend both the Language Schools and the C.V. Starr-Middlebury Schools Abroad with their own very specific learning goals, at both the undergraduate and graduate level. These goals usually focus on increasing linguistic fluency and/or cultural competency. All directors of the C.V. Starr-Middlebury Schools Abroad and the Language Schools have developed their own models of assessing student learning, most focusing particularly on measuring increased linguistic competency. The Schools Abroad have also made efforts to measure cultural competency.

Assessment efforts fall into two broad categories. The first involves testing linguistic competency prior to and at the end of the study period, with tests that are roughly comparable. The tests measure linguistic knowledge through written exams or oral proficiency. Some tests have been developed in-house while others have been developed externally; the standardized Oral Proficiency Interview of the American Council on the Teaching of Foreign Languages is widely used. The second approach is designed to evaluate cultural proficiency, through either written exams or portfolios. The exams that focus on linguistic competency have clear objective
criteria for proficiency; the cultural proficiency evaluation is more qualitative, and is being developed cooperatively among Schools Abroad directors.

**Appraisal**

There is some unevenness in how the Language Schools and C.V. Starr-Middlebury Schools Abroad assess students. Some Language Schools (the Russian School, for example) have a multifaceted evaluation process for students – both abroad and in Vermont – and have clear data on how students progress through their programs. Progress in developing explicit assessment tools has been made in many Language Schools, such as the French, Portuguese, Chinese, Spanish and Italian Schools, however work still needs to be done on standardizing assessment methods.

In the Schools Abroad, there is also some variability in how assessment is carried out, but all of the Schools Abroad now conduct pre- and post-study period linguistic assessment. Some rely on official government-sanctioned tests (in France, for example), while others have developed their own in-house assessment mechanisms (in Russia and Egypt, for example). What is needed is a more consistent way of reporting data on linguistic achievement whereby comparable data across Schools can be presented.

Despite our significant work in the assessment of linguistic competency, the Schools Abroad are at an early stage in terms of the assessment of cultural competency. No U.S.-based study abroad programs have made serious and consistent efforts to measure achievement in cultural competence; Middlebury’s Schools Abroad plan to be the first, and to set the standard for other study abroad programs. Pilot efforts are underway at the Schools in Germany and in China to measure such competence. To that end, students are required to build portfolios that document advances they make in their understanding of local culture. Schools Abroad directors have discussed how to implement such a “cultural portfolio” across all the Schools Abroad.

**Projections**

- The vice president for Language Schools, Schools Abroad, and graduate programs will oversee the development of explicit pre- and post-testing for all Language Schools that do not currently have such a process by summer 2013.
- The dean of international programs will coordinate the development and utilization of cultural competency tests in all Schools Abroad by the 2012-13 academic year.

**Bread Loaf School of English**

**Description**

The Bread Loaf School of English assesses students in three major ways: through faculty conferences with students, formal narrative evaluations of students, and (for MLitt degree candidates) cumulative examinations. Bread Loaf faculty hold individual conferences with each student several times throughout the summer to assess and guide each student’s progress and to receive important feedback. Faculty also write detailed, one-page confidential comment cards about each student at the end of the session, based on the student’s participation in class and individual conference discussions, class presentations or performances, writing, and overall
development across the course. These comment cards address the student’s aptitude and originality in literary, theatrical, or creative interpretation; the student’s ability to write a critical essay or to produce textual or creative projects; and the student’s aptitude as a participant or leader in class discussions. The evaluations discuss the student’s achievements on each assignment and summarize the student’s progress across the course. In the final/senior summer, all MLitt students pursuing literary critical concentrations must take a three-hour written and one-hour oral comprehensive examination; MLitt students pursuing a creative or pedagogical concentration must submit a culminating project (roughly the equivalent of a master’s thesis) and complete a one-hour examination. In both cases, these are assessed by two Bread Loaf faculty members in the candidate’s field of concentration.

During the summer session, all students in the Bread Loaf Teacher Network (BLTN) are required to design technology-rich projects based on the Bread Loaf course work and take these projects back to their own classrooms during the academic year. During the academic year, students submit to the director of the BLTN bi-annual reports describing and assessing these projects, and at the end of the year submit the electronic transcripts, videos, or photographic exhibits documenting the project itself. The director of the BLTN reviews these reports and documents to determine how well the student and BLTN meetings are doing at producing innovative classroom work. She also archives and reviews the outlines of technology-rich courses developed and taught by BLTN students.

Appraisal
Until 2011, the Bread Loaf program has not had a faculty handbook articulating the program’s academic goals or a cover memo detailing what areas of student achievement the comment cards should cover; these materials will be in place for summer 2011. Because the Bread Loaf School of English is a summer program, it does not have the full-time staff to review all comment cards (1,000+ each summer) systematically every summer for the sole purpose of program review; the director and associate director, however, do review roughly 80% of these evaluations very closely over a given year, in evaluating students for letters of recommendation, awards, and other purposes. That review, along with interviews with faculty, has allowed the directors to identify areas where improvement is needed. Bread Loaf needs to supplement these efforts with more systematic assessment of student work, especially in the area of academic writing, which has been identified in the reviews of comment cards as an area needing more support, and in the evaluation of the cumulative accomplishments of MA candidates.

Projections
- In 2011, a faculty handbook will be distributed to all faculty at the beginning of the summer, and a detailed list of the areas to be evaluated on comment cards will be added to the evaluation instructions.
- Beginning in the summer 2011, the directors of the Writing Centers, in consultation with the director of the writing curriculum and faculty in the field of writing, will develop a model for collecting and assessing the portfolios of student writing and a set of shared criteria for evaluating excellence and improvement in academic writing.
- In the summer 2011, students enrolled in the Writing Center courses, who are themselves invested in the practice, teaching, and assessment of writing, will be required to submit portfolios (including self-assessment) of their writing as a pilot group.
Beginning in 2011, the directors will work with the Bread Loaf faculty to explore the feasibility of evaluating the cumulative accomplishments of MA candidates through narrative self-assessments, with the hope of having a pilot project in place by summer 2012.

**INSTITUTIONAL EFFECTIVENESS**

Middlebury’s academic programs serve a variety of student populations and are structured to serve a variety of learning goals. Across these diverse curricula, Middlebury regularly evaluates its academic programs for quality, integrity and effectiveness. At the undergraduate college, the Educational Affairs Committee and the Curriculum Committee actively monitor educational policies and procedures, all departments and programs have published learning goals and have begun implementing strategies for the assessment of student learning, and the creation of the dean and associate dean of planning and assessment positions will ensure that direct assessments at the undergraduate college are conducted regularly and systematically. Middlebury’s graduate and language programs have also implemented or begun direct assessment of student learning. The Monterey Institute has undergone rigorous internal review and assessment resulting in its reorganization into two schools, while the Bread Loaf School of English is currently examining its assessment mechanisms. These efforts will work to ensure the continued excellence and effectiveness of all of Middlebury’s programs.