Consistent with its mission, the institution defines the characteristics of the students it seeks to serve and provides an environment that fosters the intellectual and personal development of its students. It recruits, admits, enrolls, and endeavors to ensure the success of its students, offering the resources and services that provide them the opportunity to achieve the goals of their program as specified in institutional publications. The institution’s interactions with students and prospective students are characterized by integrity.

Overview

Middlebury College provides an array of excellent programs and services that facilitate student achievement and enrich student lives within and beyond the classroom, that are appropriate to student backgrounds and aspirations, and that reflect the particular developmental expectations of the undergraduate residential College, graduate or other special programs.

Admissions

Description

Middlebury College is committed to admitting a diverse applicant pool of outstanding undergraduates, actively engaging them both within and beyond the classroom, and supporting their engagement with the world. Thus, admission to the undergraduate college is based upon high academic ability and achievement, with great interest also given to community citizenship, leadership, and other talents. Admissions decisions are based on school records, standardized test scores, recommendations, extracurricular involvement, and student writing. Students admitted to Middlebury typically come from all fifty states and approximately seventy nations, with students of color representing slightly less than 20% of enrollment and international students representing 10% of enrollment. Our collaborations with the Posse Foundation and the United World College have enhanced the diversity of our student body.

Admission to Middlebury is highly selective; the number of applications have risen 55% over the last ten years, while selectivity has dropped to approximately 20% for the last three years. For the current class of 2014, the College received 7,984 applications and accepted 1,529 candidates to enroll a class of 670 students. The undergraduate admissions office seeks to bring humane, fair and equitable values to the admission process for prospective students and families through regular and accessible contact (e.g. Admissions Letter to all Applicants). All procedures are available electronically, through periodic mailings, and in the admissions office.

Appraisal

The effectiveness of the undergraduate college's admissions process was demonstrated in 2010 by having received the highest number of applications in Middlebury’s history; the College is now among the most selective institutions in the country, and is competing for the best students
against other top colleges and universities. The process is aided by the Admissions Advisory Committee, comprised of administrators, faculty and students, who meet regularly to advise and research admissions practices on behalf of the College. A recent accomplishment of the Committee was a detailed analysis of the predictive ability of the academic ratings given to applicants by the Office of Admissions. This analysis demonstrated that average academic rating is a significant predictor of college GPAs. To ensure best practices, Admissions utilizes annual external and internal surveys to monitor prospective student feedback, and all visitors are surveyed after touring and attending information sessions. In addition, the admissions staff meets annually with student life staff to review the progress of the first-year class.

Retention and Graduation

Description
Retention and graduation rates for the undergraduate college are excellent, and policies regarding academic standing and student records are clearly stated in the College Handbook. First-year retention rates have consistently been in the mid-ninety percent range, and six-year graduation rates are typically in the low- to mid-ninety percent range. Study of gender and racial groups, as well as international populations, shows some discrepancies between groups. For example, the six-year graduation rate for African Americans in the 2003 cohort was 67%, as compared to 91% for all students of color, and 92% for all students in that cohort. Lower retention levels may be due to deficiencies in particular skills of incoming students, or to the particular transition experiences of some students once they arrive at Middlebury, or both.

Appraisal
To ensure that students have the necessary skills to be successful at Middlebury, the Center for Teaching, Learning and Research (CTLR) now reviews the admissions material of every student identified by the Admissions Office as having writing or quantitative skill deficiencies, including every enrolled international student. The office provides optional writing and quantitative reasoning courses for identified students, as well as peer tutoring, quantitative reasoning support, and first year seminar mentoring programs as requested by faculty. Less, however, has been done to assess and revise support and advising practices beyond the first year, with sophomores receiving perhaps the least attention of all. Commons heads and deans meet with sophomores, individually and in groups, to provide advising and support, but this practice is not systematic or reviewed. In addition, because we do not systematically conduct exit interviews with students who transfer from the undergraduate college, we cannot currently account for the discrepancies in retention and graduation rates identified above.

Projections
● By 2013, the Office of the Dean of the College will form a Retention Task Force to identify resources, centralized practices, and better assess student attrition issues. This task force will initiate a formal process for interviewing students who transfer or withdraw from the undergraduate college, with particular attention on groups with historically lower than average retention rates, to help clarify factors that contributed to their withdrawal. On the basis of this information, we will assess and refine our support services.
• During the spring of 2011, the dean of the faculty led a working group with the Center for Teaching, Learning and Research focused on improving advising, particularly for the sophomore year. This group focused attention on two critical developmental points, the declaration of the major and the decision to study abroad. We have begun this process using interviews of 2010 graduates regarding advising experiences along with NECASL data, and expect to complete this phase of the project by spring of 2012.

• The Office of the Dean of the College will lead a working group beginning in fall 2011 to explore the development of a “sophomore experience” based in the Commons system. In partnership with the new Center for Education in Action, Commons Heads and deans, and faculty, this program will create opportunities in residence life for sophomores to learn about career development, major selection, study abroad, fellowships, and civic engagement. The program will be in place by 2013.

Financial Aid

Description
In 2006, the Office of Student Financial Services was formed through the merger of the Office of Financial Aid and the Bursar’s Office. This merger simplified student and family access to financial aid information. We retain a long-standing commitment to a need-blind admissions policy for undergraduate domestic students, and offer an aid package that meets 100 percent of need as determined by the Office of Student Financial Services. These goals are consistent with our desire to provide access to Middlebury College for the most diverse student body possible. In 2009-10, grant aid was provided to 41 percent of the undergraduate population. In 2007-08, Middlebury worked to reduce the overall debt incurred by students by reducing the amount of loans in the aid package. While the self-help expectation has decreased, the need for financial counseling at the student level remains an integral responsibility of the Student Financial Services Office.

Appraisal
The office of student financial services reviews their operations after each application processing cycle through staff evaluations and in team retreats that occur twice per year. Families also provide significant feedback on our processes, both informally and in yearly parent surveys, where more than 91% of parents who responded reported satisfaction with accounting and billing. In response to a recommendation in the Strategic Plan we created a Financial Aid Advisory Committee that studies our current undergraduate policies and procedures in financial aid and makes recommendations to enhance the work of the Student Financial Services Office.

Projection
• The Student Financial Services Office will present a financial literacy program by fall of 2012 to incoming students at orientation, with particular attention to first generation college students and students receiving grants and loans.
Student Services

Description
The integration of academic and residential life is a central principle of the undergraduate college at Middlebury and guides the structure and activities of our unique residential life system. At Middlebury, all first and second-year students live in residence halls specifically affiliated with one of five Commons, and all first-year seminars are associated with a specific Commons. Thus first-year students who live together also go to class together. The Commons heads provide outreach and support activities for affiliated professors, often in Commons houses. In this way, student/faculty contact is extended to out-of-classroom contexts.

Commons and other offices also actively participate in new student orientation. Orientation incorporates a wide range of programs and experiences intended to introduce students to each other, to faculty and staff, and to the importance of a diverse campus community. Orientation programs and first-year seminars expose students to the culture and rich academic landscape of Middlebury College, including our honor code and sustainability efforts, and to our residential and disciplinary policies.

A number of changes have been made to the Commons system in recent years. To further enhance the connection between academic and residential life, the Commons administrative structure was simplified between 2008 and 2010 and fully merged into the Office of the Dean of the College. Additionally, the Office formerly known as the Office for Institutional Diversity has recently integrated into the office of the Dean of the College, which centralizes diversity initiatives in Student Life. Commons heads, reporting directly to the dean of the college and the president took on more prominent administrative roles as the supervisors of the Commons deans and the overseers of all Commons operations. Commons heads and deans work closely with our First Year Counselors, who receive enhanced training in academic mentoring, academic support systems, the vision and values of the Commons program, and issues related to diversity and inclusion.

Another important change to the Commons system involves the living situations for juniors and seniors. Prior to 2008, students were expected to live within their Commons through the end of the senior year. However, following feedback from upper-class students regarding the lack of equitable housing across Commons, the College moved from a four-year to a two-year residential Commons system. Under the new “4-2” system, students maintain their membership in their Commons for all four years, but are expected to live within Commons-affiliated housing only during the first two years. Juniors and seniors continue to receive academic and other mentoring from their Commons dean and head, but the level of direct support during the third and fourth years clearly shifts toward academic departments. In addition, our academic interest houses (10 Language houses, PALANA, Queer Studies and Weybridge Environmental House), and our “superblock” system (that allows students to apply to live in an off-campus space with students who share particular personal or academic passions) offer unique opportunities for juniors and seniors to continue to integrate the academic program with learning outside the classroom.
Middlebury has worked hard over the last decade to build and maintain a diverse and inclusive student community. In 1999 and again in 2006 the president convened a Human Relations Committee (HRC) to evaluate diversity initiatives and needs on campus. The 2006 HRC report noted certain improvements since the 1999 report; for example, the frequency and quality of public lectures and performances by people from diverse backgrounds had increased, and the College's decision to partner with The Posse Foundation and the United World College initiative led to an increasingly diverse student body. In response to the 2006 report, the president established the position of vice president for institutional planning and diversity (since changed to dean of the College and chief diversity officer), which identifies diversity efforts as central to the College and student life. As a sign of progress, a survey in the spring of 2010 indicated that 89% of students agreed that having classmates with a diverse background enhances classroom experience. Nevertheless, 92% also indicated that Middlebury is still dominated by a white middle-class culture. Thus, the Office of the Dean of the College continues to monitor progress on the HRC recommendations and other initiatives, and has begun to examine diversity issues across all sectors of the institution.

Within and beyond the Commons system, Middlebury students are encouraged to practice qualities essential for leadership in a variety of organized programs and activities, including over 30 varsity, club, and intramural athletic programs and 140 student organizations. Through student government, Environmental Council, judicial boards, the Center for Campus Activities and Leadership, and Community Council students have direct participation in College planning and policy. There are also many opportunities for individual and ad-hoc group experiences, from workshops to off-campus exploration, as well as direct in-class experiences such as MiddCORE.

Another important aspect of a Middlebury student’s experience is the connection of their liberal arts education with the world beyond the College. In spring 2010, we sought to improve student access to information about these kinds of opportunities by combining three separate offices at the undergraduate college – Career Services, Alliance for Civic Engagement, and Student Fellowships and Health Professions advising – into one office, the Center for Education in Action: Careers, Fellowships and Civic Engagement. This change goes beyond simply housing these offices in the same space; it also allows for new collaborative work across previously separate offices and permitted a reduction of FTEs resulting from early staff retirements or voluntary departures. The goal of the Center is to support student experiences outside of the classroom that connect to their personal, academic and career interests.

Another emphasis of student services at Middlebury focuses on attempts to provide and support appealing social outlets for students. Although many undergraduates love the college’s scenic, rural setting, they also sometimes complain that there is not enough to do on campus, and that alcohol plays too central a role in the social options available. Beyond the rural setting, the “work hard/play hard” atmosphere also permeates the campus, so much so that the topic was featured in a Presidential Baccalaureate Address in 2008, a Convocation Address in 2009, and in a 2008 Report of the Task Force on the Status of Women at Middlebury College. These discussions, and corresponding data, suggest that many students experience high levels of stress on campus and that some respond with high levels of alcohol use. For example, 52% of students surveyed in 2010 reported that they use alcohol to reduce stress. As described below, these issues are receiving considerable attention within the Commons and at all levels of the institution.
**Appraisal**

Appraisal processes occur at multiple levels across student life offices. In some instances departments undergo periodic internal and external reviews to assess program effectiveness and appropriate staffing levels (e.g., Career Services, Center for Campus Activities and Leadership) on the basis of which departments revise services and adjust goals. The new student orientation program is reviewed yearly on the basis of student surveys. Departments also generate annual reports, though not always with consistency, which are reviewed by the dean of the college. Yearly parent and student surveys are conducted and reviewed by senior staff. However, access to this data is not consistent across departments.

All departments in student life provide weekly updates that are shared with deans and leaders across the division. Some departments (public safety, health and counseling centers) provide weekly updates on campus incidents, including alcohol, medical and mental health emergencies, which are reviewed by multidisciplinary teams for direct intervention and the assessment of campus trends. On the basis of these meetings we recently reviewed and revised our protocols for managing serious health and psychological emergencies. For example, Public Safety now provides information to students in transit to the hospital about what they can expect, what steps they can take to enhance positive health outcomes, and how to keep their deans informed.

All departments in student life also review the College Handbook in their area each summer and recommend revisions based on student and staff feedback over the preceding academic year. In addition, many of these offices have student advisory boards (e.g., student orientation advisors, religious life council, Student Athlete Advisory Committee, counseling center student advisory group) that provide regular review and reflection on services and programming offered.

Commons-based activities are monitored and actively reviewed but not systematically assessed. Because of the previous lack of systematic assessment, a survey conducted in the spring of 2010 by a research methods class for the purposes of conducting appraisals for this reaccreditation review focused in part on student experiences with the Commons. The results suggested several themes: 1) that first years students endorse the Commons more enthusiastically than more advanced students; 2) that all students acknowledge the value of the Commons for supporting students transition to college during their first year; 3) and the positive relationship between first year students and their residential life staff. These data confirmed much of what emerged from previous institution-wide conversations, and supported the changes to the “4-2” system in 2008.

Although there have been efforts to reduce both student stress and alcohol abuse over the last decade, these have not resulted in measurable improvements. Thus, the Office of Health and Wellness Education has intensified its focus on surveys provided by AlcoholEDU and data from The CORE alcohol and drug survey to guide the office’s needs assessment and program planning operations. For example, data indicate that one in three first-year students want non-alcoholic social options, and this led to a pilot program of coffee houses on Friday nights in the fall of 2010. Also in fall 2010 the Health and Wellness office employed its own alcohol survey in coordination with faculty members in the psychology department. The office will use these data to design a social norms marketing campaign in the fall of 2011, and to explore additional interventions, such as bystander intervention programs, over the next two years. Most recently,
in the spring of 2011, Middlebury has joined with other similar liberal arts colleges in the northeast to identify best practices for combating alcohol abuse on campus and for collecting and sharing student alcohol data.

In the first six months of its existence, the Center for Education in Action focused primarily on examining the effectiveness of its current services and determining the best organizational structure. With the help of the Office of Planning, Assessment, and Institutional Research, we reviewed recent data and discovered that students were not as aware of the office’s programs as they should be, and were less likely to make use of career services at Middlebury than students at comparable institutions. Having identified ways in which the services need to be improved, we are working to determine how to best strengthen our programs and reallocate existing staff resources to support those programs. To guide this process, President Liebowitz convened an ad-hoc education in action trustee committee in September 2010 to help advise and support the future directions of the Center.

The department of athletics employs several mechanisms for evaluating its programs, including a recent external review of Title IX compliance; an annual review of admissions data to ensure our compliance with NESCAC guidelines for admitted athletes; annual written assessments completed by student-athletes on varsity teams; and annual self-assessments by coaches. The Athletics Policy Committee (consisting of two coaches, two professors, two student-athletes, the director of athletics and the dean of the College) also routinely discusses and evaluates various athletic policies, and in 2009-10, completed an NCAA mandated Institutional Self Study Guide (ISSG). Responses to the ISSG highlighted several issues (including the College’s hazing policy) that we have asked our NCAA Compliance Officer to raise in meetings with each team.

**Projections**

Under the leadership of the Office of the Dean of the College, we will

- Work with the planning, assessment, and institutional research office to revise the 2010 Commons survey for use every 2 years beginning in 2012. From that point we will systematically compare level of student involvement in and commitment to Commons based academic and social activities.
- Develop a systematic process for generating annual reports by all student life offices, including Commons offices, with clear assessment criteria, by 2012.
- Provide departmental access to yearly parent and student surveys beginning in 2011, with the expectation that departments will review and revise practices and policies in response, where appropriate.
- Appoint (in consultation with the president) a standing council made up of faculty, staff and students to formally review progress on diversity and inclusion issues within the next three years, with attention to the 1999 and 2006 Human Relations Committee reports. In concert with this standing committee, the Office of the Dean of the College will develop a strategic plan focused on diversity and inclusion goals and outcomes across the student life area by 2013.
Admissions, Retention, and Graduation

Description
The admissions process is centralized within each of the College’s programs, and varies according to the programs’ goals and mission.

The Monterey Institute’s admission criteria are designed to ensure that every admitted student is qualified and able to succeed in the program. The Institute is strongly committed to diversity and actively recruits from a global population of students for all master’s degree programs. In fall 2010, international students composed almost 30% of the student body, representing nearly 40 countries. Enrollment managers review files to confirm that the stated minimum requirements are met and then assess an applicant’s fit with the program by looking at his or her international experience, professional experience, and career goals. Measures of the success of the admissions process are the three year graduation rates, which vary by school from 78% to 89%, and retention rates, which are over 92% for each of the graduate schools.

Each of the ten summer Language Schools has its own application process; candidates may apply to more than one program, but may only enroll at one school in a given summer. Applicants must be high school graduates, and typically need to have completed at least one year of college-level study. Decisions are based on transcripts, letters of recommendation, and an essay. In addition, each school may request additional information specific to its language and program. Students who have completed a BA and have strong language proficiency may also apply to Middlebury’s MA program in one of six languages (Chinese, French, German, Italian, Russian, and Spanish), while students interested in Middlebury’s Doctor of Modern Languages degree have additional requirements to enter that program.

Middlebury undergraduates, and qualified undergraduates enrolled at other colleges and universities, may apply to any of the C.V. Starr-Middlebury Schools Abroad. Each school has specific language requirements, with a minimum of two years of college-level language study required. The schools do not offer their own degrees, except in conjunction with the Language Schools. In 2010-11 the number of non-Middlebury students at our schools abroad constituted approximately 50% of all undergraduates, up from around 30% in 2005-06.

Bread Loaf School of English candidates are reviewed on a rolling basis, beginning in early January through mid-May. Admissions criteria are posted on the website and published in the course catalog each summer. In the case of MA and continuing education applicants (including exceptional undergraduates), admission is based on college transcripts, letters of recommendation, a statement of purpose, and a writing sample. Admission to the Master of Letters (MLitt) program is limited to students holding an MA in English with especially strong academic records. Though MLitt applicants must submit college transcripts, letters of recommendation, a statement of purpose, and a writing sample, admission is based primarily on graduate work (transcripts and writing).
**Appraisal**

The Monterey Institute of International Studies, the Language Schools, the C.V. Starr-Middlebury Schools Abroad, and the Bread Loaf School of English admit students on a less selective basis than the undergraduate college, since their applicant pools are smaller and self-selecting. Though their standards for admission are high, these programs are more enrollment and tuition-driven than the undergraduate college and set their budgets accordingly.

At the Monterey Institute, there has been concern that previous financial pressures have led to less stringent admissions criteria. The reality is more complex, since we find that faculty, even from the same program, define quality differently: some would prefer more recent graduates with very strong GPAs and analytical writing skills, while others prefer to teach students who have program-relevant field experience prior to enrolling. Work must be done to establish priorities regarding admissions criteria including GPAs, test scores, resumes, recommendations, and experience in order to accurately assess motivation and predict future success. Although in the past there has been no systematic process for tracking the correlation between these pre-admission qualifications and student performance, this work is beginning in 2011.

In the Language Schools (and to a lesser extent, the C.V. Starr Middlebury Schools Abroad), admission to some schools has been more competitive than others. For example, because of increasing demand for training in Arabic and Chinese, admission to these two schools is highly selective. We have increased openings at the Arabic School by moving its operations to Mills College in Oakland, California, which allowed an expansion of enrollments from 100 students to 160. This expansion allowed us to respond to increasing demand for Arabic while still retaining our admissions standards.

**Projection**

- Monterey Institute staff, working with the Middlebury Office of Planning, Assessment, and Institutional Research, will define and track indicators of student quality from admission through graduation beginning in the fall of 2011. This information will be used to refine recruitment and admission processes and strategies.

**Financial Aid**

**Description**

The Monterey Institute provides financial aid, student account and loan repayment counseling, as well as assistance with student budgeting. The Institute also offers an aid package that meets 100% of a student’s cost of attendance as calculated by the Office of Student Financial Planning, assuming the student is creditworthy and/or has a U.S. co-signor with good credit. If a student’s financial situation does not change, the Institute is committed to providing a similar package each year, provided they maintain satisfactory academic progress as outlined to the student in the financial aid handbook. In 2009-10, the Monterey Institute provided institutional aid to 87% of degree-seeking students. We work with students to provide assurance that additional financial resources (most often through loans) will be provided to carry them through unanticipated events. Students are notified of this possibility via the financial aid handbook.
The Language Schools consist of three, six, seven, and eight week programs that are funded at various levels. Students select a school and either a graduate degree (MA, DML) or a non-degree (ND) program. For students who opt to do their MA degree only in Vermont, we meet 100% of demonstrated need for up to four summers. We meet a variable percentage of need for non-degree students and for MA students who study abroad for the academic year, based upon the admissions rating and the program in which they enroll. We also have additional scholarship programs – in particular the Kathryn Davis Fellowships – that allow the Language Schools to attract more highly qualified applicants with generous scholarship funds. Several programs also help to facilitate diversity goals within the Language Schools. Since 1998, the Language Schools have given financial support to 10 to 20 students from historically black colleges and universities. The United Negro College Fund (UNCF) Special Programs Corporation has also supported up to 12 Language Schools students annually. Most recently, the UNCF has joined with Middlebury College to support students through the prestigious Institute for International Public Policy Fellowship program, affording additional students from minority-serving institutions the opportunity to come to the Language Schools with full merit aid.

Students at the Bread Loaf School of English are eligible to apply for financial aid through the Middlebury Office of Student Financial Services. Funding for Bread Loaf students is limited, and because student enrollments are heavily dependent on financial support, the Bread Loaf School of English uses a ranking system to distribute available funds. Funding is need-based, with priority given to diversity and high-achieving applicants: in 2011, diversity candidates will receive 80-100% of demonstrated need, high achieving students 60%; new and returning students in good standing 55%, up to a given cap on the financial aid budgeted for the School.

**Appraisal**

Every two years, the Monterey Institute’s Office of Student Financial Planning sends out a survey to determine if the established cost of attendance is consistent with students’ actual expenses. The results of the survey are used to estimate the student living expenses portion of the Institute’s cost of attendance. When a student’s financial situation changes abruptly, we are sometimes faced with working out emergency funding to carry a student through a particular term. This places stress on both the student and our staff.

The Office of Student Financial Services maintains the same review processes for the Bread Loaf School of English and the Language Schools as for the undergraduate college. Financial data for Middlebury undergraduates are interpreted and applied in the same way, whether they are attending the undergraduate college, Bread Loaf, or a Language School.

**Projections**

- The Financial Aid Office will monitor student financial need at the Monterey Institute more closely beginning in fall of 2011, with a goal of better projecting whether students’ financial resources are sufficient to carry them through unanticipated events.
Student Services

Description
All of our graduate and affiliated programs conduct orientation programs, provide support services and academic advising, and promote co-curricular activities appropriate to the setting. Each publishes a student handbook and provides easily accessible program descriptions and support material on the Web.

As part of its 2009 reorganization, the Monterey Institute appointed a dean of advising, career and student services to head a new Center for Advising and Career Services (CACS), and to oversee student services. CACS employs professional career and academic advisors to provide an integrated suite of services to students that include academic advising beginning the summer before the student matriculates; development of strategic career-planning skills; assistance in securing internship experiences germane to career interests; cultivation of connections with prospective employers; and assistance with job seeking both before and after graduation. These services are at the core of the professional graduate school experience, and the staff of CACS maintains close working relationships with deans, program chairs, and faculty to ensure effective articulation between student and employer needs and curricular outcomes.

The dean of advising, career and student services also oversees the registrar’s office and the Office of Student Services. The Office of Student Services at the Monterey Institute provides support and services related to housing, student insurance, disability accommodations, student government and clubs, new student orientation, veterans’ resources, and special events and activities. Student services also responds to student conduct issues and concerns and provides immigration related advising, programs and support for the Institute’s international student (F-1 and J-1) population. In addition, to help facilitate academic success and social integration, Monterey Institute maintains a Student Resource Guide and various web-based resources.

With veterans now enrolling at the Institute through the Yellow Ribbon program, a formal advisor has been appointed to focus on veterans’ issues, and this advisor will monitor this service going forward. International scholar and employee services are also currently undergoing reorganization, with the likely outcome of greater integration with those services at Middlebury.

Students at the summer Language Schools on the Middlebury campus and the Bread Loaf School of English in Ripton each have access to the College’s health and counseling centers, career services, and the office of public safety. Corresponding programs held on other campuses contract in their local communities for these services. Each of the individual C.V. Starr-Middlebury Schools Abroad has between one and five staff members, most of whom are involved in student services at some level, and the staff in the international programs and off-campus study office also provide extensive student services for all students going abroad. Staff abroad maintain an orientation program at each school and a variety of co-curricular activities to enhance language immersion. These pursuits include staff support in securing internships (both for credit and not for credit), housing, language partners, participation in sports activities, volunteer and service opportunities, among many others.
Co-curricular activities at the various campuses of the Bread Loaf School of English include orientation sessions for new students, lectures and readings by distinguished scholars and writers (including members of the Bread Loaf faculty), panels or discussion groups led by Bread Loaf faculty or students, film showings, student readings, presentations, or theatrical productions, weekly meetings of the Bread Loaf Teacher Network, and (in Vermont) major theatrical productions staged by the Bread Loaf Equity Acting Ensemble and participating students.

**Appraisal**
The Center for Advising and Career Services at the Monterey Institute is new, and while early experience with this organizational model seems overwhelmingly positive, there has not been time to adequately assess its effectiveness. When it opened its doors, the center already had in place a formal mechanism for collecting data on student satisfaction with services, using an exit survey. The results of this survey have been overwhelmingly positive.

The Office of Student Services at the Monterey Institute currently appraises its services and resources primarily through direct feedback and focus groups with students and staff. A more systematic approach has been used with new student orientation by administering a survey to obtain input and suggestions from new students on how to streamline and improve the orientation experience.

The Language Schools administer two types of surveys: course/faculty evaluations and a general evaluation. The general evaluation is an online survey of campus facilities and services (dorms, dining halls, classrooms, counseling, health services, etc.). Response rate ranges from around 27% (2009) to 40% (2010). Evaluations are administered at each of the C.V. Starr-Middlebury Schools Abroad, as well as to students who are studying on non-Middlebury programs, and are read by staff at Middlebury. When appropriate, action is taken in response to problems identified by these evaluations. In addition, directors submit an annual director’s report in which major issues, both academic and nonacademic, are flagged; these reports then become the basis of “post-mortem” debriefings with the section heads of all relevant service departments.

The Bread Loaf School of English uses both formal and informal assessment processes to evaluate its program. At the end of each summer session students complete a written evaluation of their courses as well as a separate evaluation of the program as a whole (including residential life and extra- and co-curricular offerings). Students also are invited to talk to the director at any point during office hours during the summer’s experience. Because students, faculty, and administrators reside on site together for the summer session, there are innumerable informal opportunities for feedback (at meals, between classes, at events) between all members of the community. The Bread Loaf administrators and staff use feedback from all of these sources to make adjustments to the program, where needed.

**Projections**
- Monterey Institute Staff, working with the Middlebury Office of Planning, Assessment, and Institutional Research will create a comprehensive outcomes-oriented protocol to assess the student experience at the Monterey Institute. A pilot version of this system will be fully in place by the 2011-12 academic year, and should fully support data-driven decision making within six years.
- The dean of advising, career and student services at Monterey Institute will continue to develop and monitor services for a growing population of veterans. This project has now begun and is ongoing.
- The dean of advising, career and student services at Monterey Institute will restructure International Scholar Services, integrating them more effectively with services at Middlebury by 2011-12.

Institutional Effectiveness

Middlebury College provides excellent services to students at every level of the institution to promote academic success, diversity and inclusion, leadership experience, and global engagement within and beyond the classroom. Offices across the institution review their effectiveness and revise services using a variety of assessment tools. Nearly all offices that serve students engage in some forms of assessment processes; the most frequent techniques are surveys, forums, and staff review. Encouraging regular access to and use of institutional data that already exists, and in some cases developing more formal assessment techniques, will allow us to better understand student needs and more effectively refine and evaluate our support services.