



Middlebury

Interim Report

submitted to the

Commission on Institutions of Higher Education

of the

New England Association of Schools and Colleges

August 2015

Introduction

This report, produced at the request of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges (NEASC), is the product of contributions from colleagues throughout the Middlebury community, including our undergraduate and graduate programs: Middlebury College, the Middlebury Institute of International Studies at Monterey, the Middlebury Language Schools, Middlebury C.V. Starr Schools Abroad, the Middlebury Bread Loaf School of English, and the Middlebury School of the Environment. Middlebury is grateful to Barbara Brittingham and Tala Khudairi of the Commission for reading a draft of this report and providing valuable feedback, and also to Pat O'Brien of the Commission for her support and guidance throughout the preparation and writing of this report.

Middlebury remains committed to its mission as an institution of global liberal learning – one that combines an outstanding residential liberal arts college with a network of excellent graduate and specialized programs throughout the world. The interim report process has provided us with the opportunity to reflect on our work of the past four years and to consider how we have responded to, and benefitted from, the feedback from the comprehensive evaluation process. The Reflective Essay on Assessment, Retention, and Student Success has been particularly useful in allowing us to document the progress we have made in articulating learning goals for our programs and establishing processes for assessing student learning across those programs.

The last four years have been filled with significant change and innovation at Middlebury, much of which is reflected in this report. As we have highlighted in the Response to Areas of Special Emphasis, we have reconfigured our board of trustees to more accurately reflect Middlebury's extensive academic and geographic reach. Similarly, there have been important administrative changes during this time period, including the appointment of a single chief academic officer for the entire institution.

In addition to changing the structure of the board, in 2012, Frederick M. Fritz '68 stepped down as chair of the Board of Trustees, a position he had held since 2004; he was succeeded by Marna Whittington. Chair Whittington led Middlebury through a presidential transition following President Ronald D. Liebowitz's announcement that he was stepping down in June 2015, after having served as Middlebury's president since 2004. Laurie L. Patton became the 17th president of Middlebury on July 1, 2015.

As this report is submitted to the Commission, Middlebury is six weeks into the Patton presidency. It is a time of great excitement, transition, and opportunity, and this report is a fitting moment to take stock of where we are as we begin an era of new leadership.

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Institutional Overview

As we write this report, Middlebury prepares to inaugurate a new president, Laurie L. Patton, in the fall of 2015. This moment of transition is an opportunity for Middlebury to strengthen its tradition of excellence in liberal education and carry its heritage of innovation forward into the 21st century. The work of the last four years has positioned us well to take advantage of this opportunity.

The 2011 self study cited our strategic plan as follows: “Middlebury is unique... in being a classic liberal arts college that also offers graduate and specialized programs operating around the world. Our planning has aimed to build on these strengths in a time of global change and intense competition in higher education by redefining the boundaries of the institution for a new century”. Since 2011, “redefining boundaries” has, paradoxically, started at the center, with careful study and reform of institutional governance to reflect Middlebury’s complexities. Beginning with the Board, and cascading through the administrative organization and faculty governance, new governing principles and structures have been put in place to better integrate and guide Middlebury’s various programs.

At the same time, Middlebury has placed greater emphasis on formal planning, in an effort to ensure that new programs emerging during this period – the School of Korean, the programs abroad in India and Cameroon, the School of the Environment, among others – and other areas of opportunity such as the cultivation of diversity, the management of risk, and curricular experiments with experiential and digital learning, have been undertaken with an eye toward thoughtful evaluation and broader consultation.

With the establishment in early 2015 of a provost, the institution now has a chief academic officer who is responsible both for the aforementioned planning function, and for all of Middlebury’s academic programs. The Office of the Provost also oversees the connections among those programs in order to optimize their complementarity and achieve the best balance of learning opportunities for Middlebury’s student bodies.

The 2011 self study noted “a natural tension” between the liberal arts and the practical, applied education offered in other Middlebury programs. While this may still be true to some extent, the tension has gradually eased, in part as a result of deliberate efforts to include all programs in key decisions – such as the process of selecting the new president. This has engendered a broader sense of belonging, and created opportunities for various constituencies to build trust and understanding. We are now poised to engage in a meaningful institutional conversation about how we construe and communicate these twin strengths within the larger Middlebury mission.

In part as a result of the 2011 comprehensive evaluation, we became more cognizant of the difficulty of communicating Middlebury’s vibrant complexity to the world and ourselves. Middlebury recently completed a process of redefining its institutional identity to better convey the organization it has become. With “Middlebury” now central to the name of each program, both internal and external constituencies are more aware of not only the features that distinguish our programs, but also those that connect them to a common mission.

AN UPDATE ON INTEGRATION WITH THE MONTEREY INSTITUTE OF INTERNATIONAL STUDIES

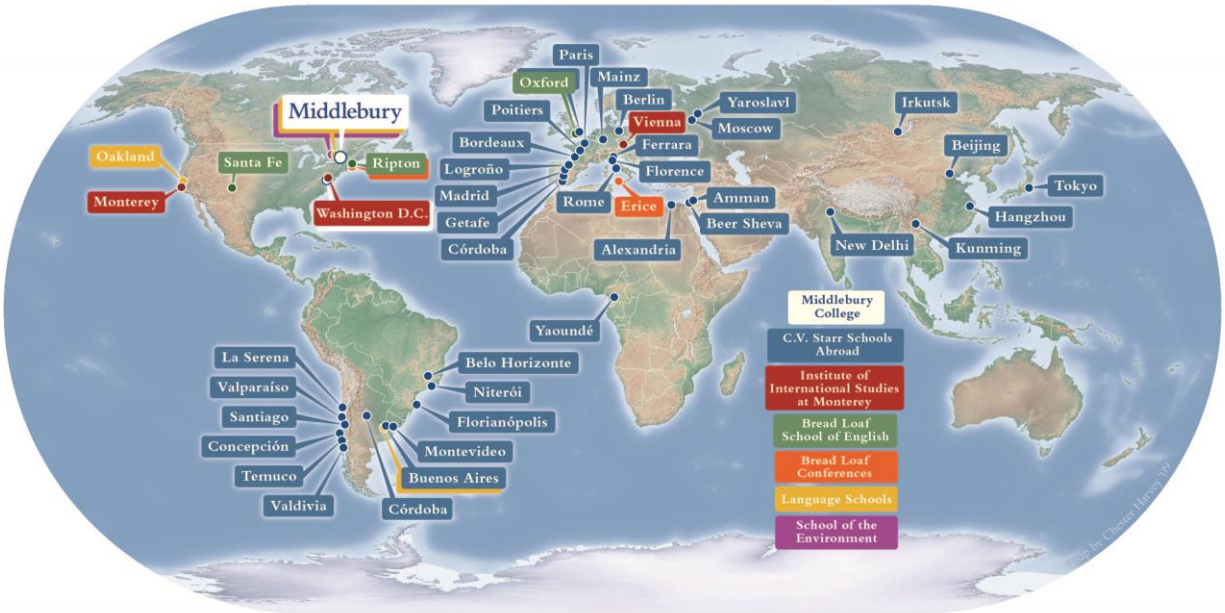
Since 2011, Middlebury has continued to make progress in integrating the Monterey Institute of International Studies, now known as the Middlebury Institute of International Studies at Monterey (MIIS).

Administratively, Middlebury has centralized key functions such as budget and finance, communications and marketing, human resources, institutional advancement, and planning; Institute administrators in these areas now report to their respective Middlebury vice president in Vermont and they meet regularly with their functional teams via tele- and videoconference. This reorganization reflects the larger governance changes at Middlebury and has enhanced coordination, communication, and the efficient use of institutional resources.

Programmatically, Middlebury has sought to encourage academic collaboration where appropriate. Middlebury-Monterey collaborative activities have progressed from a focus on invited lectures by colleagues from each campus travelling to the other location to more broad-based academic and intellectual collaborations. These include symposia on topics of shared interest across locations and shared courses in which graduate and undergraduate students learn together via videoconferencing. Increasing numbers of students are taking advantage of the opportunity to study at multiple Middlebury programs and sites. For example, students in the Institute's master's degree program in International Education Management are pursuing practica at the Middlebury Schools Abroad; and dozens of students each year are able to meet the language requirement for admission to the Institute because of a special program to fund their participation in the Middlebury Language Schools.

Our commitment to continued integration and collaboration is reflected in the appointment of a provost who, in addition to serving as chief academic officer for Middlebury, is also charged with coordinating among our programs and facilitating collaboration for students and faculty throughout the institution. In addition, we have appointed an associate provost for integration strategies, a colleague who resides at the Institute in Monterey, but whose work supports these efforts across the greater Middlebury.

MIDDLEBURY AROUND THE WORLD



MIDDLEBURY LOCATIONS AND PROGRAMS

College/Institute/School	Degrees Offered	Full Degrees?	50% or more of the Degree?	Degree Programs
In-State Locations				
Middlebury College - Middlebury, Vermont	Bachelor of Arts	Yes	Yes	47 undergraduate majors
Middlebury Language Schools - Middlebury, Vermont	Master of Arts, Doctor of Modern Languages	Yes	Yes	Chinese, French, German, Hebrew, Russian, Spanish; also non-degree Japanese and Portuguese
Middlebury Bread Loaf School of English - Ripton, Vermont	Master of Arts, Master of Letters	Yes	Yes	English

College/Institute/School	Degrees Offered	Full Degrees?	50% or more of the Degree?	Degree Programs
Out-of-State Locations				
Middlebury Institute of International Studies at Monterey - Monterey, California	Master of Arts, Master of Business Administration, Master of Public Administration	Yes	Yes	Master's programs include international policy and management, translation and interpretation, language teaching, sustainable development; non-degree programs in related fields
Middlebury Language Schools - Oakland, California (Mills College campus)	Master of Arts, Doctor of Modern Languages	Yes	Yes	Arabic, Italian; also non-degree in Korean
Middlebury Bread Loaf School of English - Santa Fe, New Mexico	Master of Arts, Master of Letters	No	Yes	English
International Locations				
Middlebury Bread Loaf School of English - Oxford, United Kingdom	Master of Arts, Master of Letters	No	Yes	English
Middlebury Language Schools - Buenos Aires, Argentina		No	Yes for MA	
Middlebury School in Argentina - Buenos Aires, Córdoba		No	No	
Middlebury School in Brazil - Belo Horizonte, Florianópolis, Niterói		No	No	
Middlebury School in Cameroon - Yaoundé		No	No	
Middlebury School in Chile - Concepción, La Serena, Santiago, Temuco, Valdivia, Valparaíso		No	No	
Middlebury School in China - Beijing, Hangzhou, Kunming		No	No	
Middlebury School in France - Bordeaux, Paris, Poitiers		No	Yes, in Paris for MA; No, in Bordeaux and Poitiers	
Middlebury School in Germany - Berlin, Mainz		No	Yes, for MA	
Middlebury School in India - Delhi		No	No	
Middlebury School in Israel - Beer Sheva (suspended due to low enrollment)		No	No	
Middlebury School in Italy - Ferrara, Florence, Rome		No	Yes, in Florence for MA; No, in Ferrara and Rome	

College/Institute/School	Degrees Offered	Full Degrees?	50% or more of the Degree?	Degree Programs
Middlebury School in Japan - Tokyo		No	No	
Middlebury School in Jordan - Amman		No	No	
Middlebury School in Russia - Irkutsk, Moscow, Yaroslavl		No	Yes, in Irkutsk and Moscow for MA; No, in Yaroslavl	
Middlebury School in Spain - Córdoba, Getafe, Logroño, Madrid		No	Yes, in Madrid for MA; No, in others	
Middlebury School in the United Kingdom - Oxford		No	No	
Middlebury School in Uruguay - Montevideo		No	No	

Note: The Middlebury Language Schools masters programs in French, German, Italian, Russian, and Spanish allow students to complete a portion of their degrees, during the academic year, at the corresponding Middlebury Schools Abroad, as noted in the table above.

Degrees Awarded Between July 1, 2014 and June 30, 2015

Program	Degree	Number
Undergraduate College	Bachelor of Arts	685
Middlebury Institute	Master of Arts	262
Middlebury Institute	Master of Business Administration	35
Middlebury Institute	Master of Public Administration	35
Middlebury Institute	Bachelor of Arts	11
Language Schools	Master of Arts	119
Language Schools	Doctor of Modern Languages	7
Bread Loaf School of English	Master of Arts	86
Bread Loaf School of English	Master of Letters	0

Response to Areas of Special Emphasis

ASSESSMENT OF STUDENT LEARNING AT THE UNDERGRADUATE LEVEL

The Commission requests that Middlebury “... give emphasis to its success in implementing a comprehensive approach to the assessment of student learning at the undergraduate level ...”

A full discussion of Middlebury’s efforts relating to the assessment of student learning at the undergraduate level (and beyond) is found in the Reflective Essay on Assessment, Retention, and Student Success contained within this report.

PROGRAM REVIEW FOR THE LANGUAGE SCHOOLS AND BREAD LOAF

The Commission requests that Middlebury “... give emphasis to its success in implementing a system of program review for the graduate degree programs offered through the Middlebury Language Schools and the Bread Loaf School, with an emphasis on the use of external perspectives ...”

Using the undergraduate College’s external academic review process as a guide, the Office of Planning and Assessment (as it was known at the time) developed an external review process that has been adapted for the Language Schools, the Bread Loaf School of English, and (although not mentioned by the Commission) the Middlebury Institute of International Studies at Monterey. The process was reviewed and approved by heads of these academic programs. In addition, the Schools Abroad have been conducting reviews of its schools through the Forum on Education Abroad’s Quality Improvement Program (see further discussion of this program in the Reflective Essay on Assessment, Retention, and Student Success).

The external review process for the Language Schools and Bread Loaf takes into account those programs’ uniqueness as summer programs, whose directors are not typically full-time Middlebury faculty or staff members, and extends the timeframe for preparation and scheduling of the review to take those factors into account. The process establishes a schedule of review for each Language School and for Bread Loaf every ten years.

The process calls for the individual school to conduct and produce a self study to address strengths and challenges related to the curriculum, faculty, student experience, and resources. In addition, it identifies critical issues for the future. Along with the self study, the School produces supporting materials that include faculty curricula vitae, syllabi, samples of significant student work, and other relevant materials.

The director of the school under review provides the administration with recommendations regarding potential review team members. The review team consists of two senior faculty members from other institutions, whose academic expertise aligns with the school. The review team visits the school over a three day period while it is in session. The team’s report is

submitted to the administration, who reviews and shares it with the school's director and the Office of Assessment and Institutional Research. In the months following the visit, the administration and the director agree upon goals and action steps resulting from the review, and progress towards those goals is monitored over time.

Since this process was developed, the Spanish School and the Bread Loaf School of English have completed external reviews, as has the Teaching of English as a Second Language/Teaching of Foreign Languages program at the Institute. The reports from these reviews are currently under consideration by the directors and the administration. The Office of the Provost will ensure that an appropriate schedule of reviews for all programs of the institution is followed going forward.

DEFERRED MAINTENANCE NEEDS AT BREAD LOAF

The Commission requests that Middlebury "... give emphasis to its success in addressing the deferred maintenance needs of the Bread Loaf campus ..."

Much work has been accomplished at the Bread Loaf campus since the 2011 comprehensive evaluation, including the implementation of a system for addressing deferred maintenance. Renovation projects are prioritized in order to minimize risk (life safety issues, in particular), maintain structural integrity, and ensure that the Bread Loaf campus meets the educational needs of current and future programs.

In the last four years, Middlebury has invested nearly \$14 million into rehabilitating many of the 23 buildings used as residences and academic spaces on the Bread Loaf campus. The most recently completed project – a \$9.1 million renovation of the Bread Loaf Inn – included a new foundation, code-compliant life safety systems, an elevator, all new utilities, structural upgrades, new interior finishes, and rehabilitation of exterior finishes. This renovation also included the winterization of the Inn, extending the seasons during which the Inn is available for use.

Other projects completed at Bread Loaf since 2011 include:

- replacement of five building foundations,
- replacement of 90% of the community water system infrastructure,
- replacement of five septic systems,
- installation of nine fire alarm systems,
- replacement of six sprinkler systems,
- replacement of electrical and plumbing systems in nine buildings,
- replacement of all classroom furniture,
- replacement of all mattresses, and
- installation of accessible bathrooms in six buildings.

Additionally, in the last three fiscal years, the annual allocation of renewal and replacement funds for the Bread Loaf campus has been increased. The increased funds assisted with the completion of the projects listed above and enabled the rehabilitation of all chimneys, replacement of all roofs, repairs and installation of rain gutters, and significant progress on routine interior and exterior painting.

In November 2014, Middlebury Trustee Louis M. Bacon '79, and the Moore Charitable Foundation agreed to establish a \$20 million endowed fund to support educational programming and recreational activities at Bread Loaf, and the preservation of the campus and the surrounding forests and fields in perpetuity (approximately 2,100 acres). The preservation of the Bread Loaf campus, forest, and fields will be accomplished by establishing a conservation easement with the Vermont Land Trust, as well as a possible exchange of College land with the United States Forest Service. The Bread Loaf preservation endowment will provide \$1 million per year that may be used for any financial need at Bread Loaf, including operating support for the Bread Loaf academic programs, or renovation or improvements of the Bread Loaf campus.

While significant progress has been made in reducing the deferred maintenance of the Bread Loaf Campus, work remains. Efforts to further reduce Bread Loaf's remaining deferred maintenance will continue in the coming years.

ADMINISTRATIVE AND GOVERNANCE STRUCTURES

The Commission requests that Middlebury "... give emphasis to its success in developing administrative and governance structures to reflect its varied programs and geographic reach, including an update on the evolution of the Middlebury Council and on the College's plans to appoint a chief academic officer with oversight of all academic programs ..."

Since 2011, Middlebury has undertaken significant revisions to its governance structures. Until that time, the Middlebury Board of Trustees was organized in a manner that reflected the needs of a residential liberal arts college. A new model of governance was required not only to reflect the diversified and global institution that Middlebury had become, but also to respond to the risks and complex challenges of higher education today.

The Board and president charged a working group, comprising Middlebury Board members and members of the administration, faculty, and staff, to recommend a new organization that would achieve the following:

- ensure the continued educational excellence and financial health of Middlebury;
- create a structure more reflective of Middlebury's current and future programs and commitments, which are increasingly complex, dynamic, and inter-related; and
- focus the work of the Board more clearly on the strategic issues facing Middlebury.

The working group issued its report in October 2013. Its recommendations provided the substance of new bylaws that were enacted by the Board in December 2013, and became effective July 1, 2014.

The new structure organizes the Board into a Prudential Committee, five Standing Committees, and three Boards of Overseers. The Prudential Committee serves as the Executive Committee of the Board and includes the president, the chair and vice chair of the Board, and the chairs of the Standing Committees and Boards of Overseers.

Each of the Standing Committees is responsible for a significant aspect of the Board's fiduciary responsibility: Trusteeship and Governance, Resources, Strategy, Risk Management, and New Programs. Each of the three Boards of Overseers focuses on one of the major programmatic divisions of the institution: Middlebury College, the Middlebury Institute of International Studies, and the Schools (which comprise the Language Schools, Schools Abroad, the Bread Loaf School of English, the Bread Loaf Conferences, and the School of the Environment). Each of these bodies is chaired by a member of the Board and supported by a senior administrative officer (SAO) appointed by the president. Each Board member serves on one Standing Committee and one Board of Overseers.

The Boards of Overseers also include Partner Overseers – additional individuals (who are not members of the Board) who have an interest in or expertise relevant to the program – and Constituent Overseers representing the faculty, staff, and student body of each program. Boards of Overseers review the academic program, quality of teaching and learning, faculty and student life, enrollments, and other issues of importance associated with the program. The Boards of Overseers may make motions to be voted on by the full Board and refer items for consideration to any of the Standing Committees. This structure provides a matrix of responsibilities that enables the Board to attend both to the broad, strategic issues of relevance to the entire institution, and the distinctive issues that relate to each program.

In parallel with the adoption of this new structure at the Board level, the following changes have been made in Middlebury's administrative structure:

- The position of provost has been reinstated and redefined. The provost is the chief academic officer for the institution, and provides strategic and operational leadership for all academic programs. The provost also serves as the SAO for the Strategy Committee of the Board. The provost's role encompasses planning, assessment, and curricular innovation across the institution; ensures the quality and integrity of all of Middlebury's programs and initiatives, and promotes connections among those programs; and generally advances the academic mission of the institution.
- Just as the Standing Committees of the Board cut across the College, the Institute, and the Schools, certain "anchor functions", specifically planning, finance, communications, advancement, and risk, are conceived as spanning all of Middlebury. This integration of functional areas ensures that all programs have resources appropriate to sustain them at a high level of quality.
- In this new model, the Middlebury Council (described in the 2011 self study) has been superseded by regular meetings of the president and all senior administrators overseeing academic programs and functional areas, and a regular meeting of the heads of the academic programs that is convened by the provost. Decisions can now be made and implemented in a manner that incorporates the perspectives of each program, each function, and the institution as a whole.

Significant progress has also been made to address issues of faculty governance at the College and the Institute. These efforts are intended both to address faculty concerns and to better align faculty governance structures with the revised Board and administrative structures described above. Details of this progress are described in Standard 5 of this report.

Standard 1 • Mission and Purposes

The institution's mission and purposes are appropriate to higher education, consistent with its charter or other operating authority, and implemented in a manner that complies with the Standards of the Commission on Institutions of Higher Education. The institution's mission gives direction to its activities and provides a basis for the assessment and enhancement of the institution's effectiveness.

Since 2011, the mission and purpose of Middlebury has remained unchanged. Middlebury's mission statement continues to accurately reflect its purposes, and our work is guided by that mission. Over the last three years, Middlebury's senior leadership has developed and communicated strategic directions for the institution that were aligned with and derived from the mission. These strategic directions were used by departments and offices to develop specific annual work goals. The resulting goals were, therefore, more intentionally aligned with the direction and mission of the institution. Additional information about the annual goal planning process may be found in Standard 2 of this report.

Mission Statement

At Middlebury College we challenge students to participate fully in a vibrant and diverse academic community. The College's Vermont location offers an inspirational setting for learning and reflection, reinforcing our commitment to integrating environmental stewardship into both our curriculum and our practices on campus. Yet the College also reaches far beyond the Green Mountains, offering a rich array of undergraduate and graduate programs that connect our community to other places, countries, and cultures. We strive to engage students' capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community. Through the pursuit of knowledge unconstrained by national or disciplinary boundaries, students who come to Middlebury learn to engage the world.

Adopted by the Board of Trustees in 2006 and reaffirmed in 2011

Standard 2 • Planning and Evaluation

The institution undertakes planning and evaluation appropriate to its needs to accomplish and improve the achievement of its mission and purposes. It identifies its planning and evaluation priorities and pursues them effectively.

The planning function at Middlebury has continued to evolve since 2011. At the time of Middlebury's last comprehensive evaluation, institutional planning was overseen by the dean of planning and assessment. The planning function now resides within the provost's portfolio and is overseen by the associate provost for planning, a newly created position. The associate provost has responsibility for institutional planning, including the annual goal planning process.

This annual goal planning process was started in 2012-13 in an effort to increase communication within and among departments about the work of the coming year, and to help prioritize the

work of Middlebury's administrative staff. Through an assessment of the process, it appears as though the process has helped to improve communication although it has been less effective in the prioritization of work. Also, through the annual assessment of the process, it became clear that there were still significant gaps in communication, especially relating to goals that required additional new resources, particularly space, staffing, and technology. In 2014-15, the Planning Team began a project to develop a new annual resource planning process. The goal of the new process is to align the annual budget and space processes, and to create annual technology and staffing processes that are also aligned with the budget and space processes. The proposed resource planning process will begin with Middlebury's senior leadership setting strategic directions for the following fiscal year. From those directions, Middlebury's department heads will identify goals for the coming year and make any requests for additional money, space, staffing, or technology needed to carry out those directions. The new resource planning process will also more intentionally incorporate the Middlebury Institute at Monterey. Middlebury expects to launch the resource planning process in fall 2015. An evaluation of the new process has already been built into the model.

Middlebury seeks to regularly evaluate the effectiveness of its teachings and operations. With support from the Office of Assessment and Institutional Research, faculty and administrators across the institution undertake the assessment of student learning (see the Reflective Essay on Assessment, Retention, and Student Success, as well as the E-series form for a discussion of those efforts). The results of these assessments are used to refine the curriculum and teaching. Middlebury College's academic departments undergo external reviews on a regular basis; regularized external reviews are relatively new at the Institute and the Schools (see the Response to Areas of Special Emphasis for a discussion of Middlebury's plan for external reviews of these programs). These external perspectives provide faculty and administrators with another useful tool in the evaluation of the curriculum.

In addition to the evaluation of academic programs, Middlebury also conducts reviews of its administrative operations. In the last few years, the Center for Teaching, Learning, and Research (CTLR); Public Safety; and the Scott Center for Spiritual and Religious Life underwent reviews that consisted of collecting data from focus groups of their respective and various constituencies. The results of the CTLR review were used to make changes in the structure of the Center (see Standard 5 for a discussion of these changes). Public Safety and the Scott Center used the results of their reviews to improve their constituent services. Middlebury's plan is to conduct one or two internal administrative reviews each year, and to use the results of those reviews to improve its administrative operations.

Standard 3 • Organization and Governance

The institution has a system of governance that facilitates the accomplishment of its mission and purposes and supports institutional effectiveness and integrity. Through its organizational design and governance structure, the institution creates and sustains an environment that encourages teaching, learning, service, scholarship, and where appropriate research and creative activity. It assures provision of support adequate for the appropriate functioning of each organizational component.

A complete discussion of Middlebury's new governance and administrative structures will be found in the Response to Areas of Special Emphasis section of this report.

In addition to the changes in the Board structure, Middlebury is continuing its commitment to evaluate and assess the Board's function. Middlebury is currently conducting a survey of Board members asking them about their participation on the board, board operations, and support for board operations. The results will be reviewed by the Board at its meeting in September 2015. The last trustee survey was conducted in 2011. The results of that survey showed that board members had a strong commitment to the Board and strong support for the president.

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

In the last four years, Middlebury has continued to develop its academic offerings and expand its geographic reach. At the same time, Middlebury has undertaken a more intentional approach to the assessment of student learning with the goal of improving academic quality. A discussion of Middlebury’s assessment work may be found in the accompanying reflective essay.

MIDDLEBURY COLLEGE

Since 2011, the College has made progress in three areas: college-wide learning goals, academic collaboration with the Middlebury Institute of International Studies, and experiential education.

In January 2014, the undergraduate faculty endorsed college-wide learning goals that define the essential capacities that they believe all Middlebury undergraduate students should develop in the course of their Middlebury education. The college-wide learning goals were developed by the Educational Affairs Committee (EAC) of the faculty over the course of nearly a year and were discussed and debated in three successive all-faculty meetings. The EAC’s proposal stated that “Middlebury College strives ‘to engage students’ capacity for rigorous analysis and independent thought within a wide range of disciplines and endeavors, and to cultivate the intellectual, creative, physical, ethical, and social qualities essential for leadership in a rapidly changing global community’ (Middlebury College Mission Statement, adopted by the Board of Trustees in 2006). Consistent with our mission, we expect all students to develop the following capacities over the course of their Middlebury College education.” The following learning goals were ultimately approved by the faculty:

- 1) Think critically, creatively, and independently.
- 2) Read, listen, and observe discerningly.
- 3) Demonstrate skill and sophistication in oral and written expression.
- 4) Demonstrate skill and sophistication in quantitative reasoning.
- 5) Collaborate effectively.
- 6) Understand and appreciate difference, commonality, and connectedness across and within cultures and societies around the world.
- 7) Explore a field of study in depth.
- 8) Explore a range of disciplines and make connections among them.
- 9) Apply acquired knowledge to solve new problems.

- 10) Engage in independent research, inquiry, and/or creative expression.
- 11) Cultivate intellectual integrity and the capacity for ethical citizenship.

A discussion of the plans of the faculty Assessment Committee to assess these learning goals may be found in the Reflective Essay on Assessment, Retention, and Student Success.

With the learning goals established, in the 2014-15 academic year, the EAC turned its attention to the College's distribution requirements. This review and discussion included a consideration of a proposal from students to revise the AAL (Africa, Asia, Latin America) cultures and civilization requirement. The EAC has yet to develop a proposal for changes, but will continue to consider distribution requirements in the coming academic year.

A number of other significant academic policies have been addressed in the last few years. In spring 2012, the faculty approved a proposal to allow students to take a limited number of courses on a pass/D/fail basis. The goal of the policy is to allow students to take academic risks and expose themselves to courses or subjects that they may ordinarily avoid due to concerns about receiving a poor letter grade. The faculty approved this policy with the stipulation that the policy be reviewed prior to December 2015. The EAC will be conducting that review this fall.

Middlebury continues to support collaboration between the College and the Middlebury Institute of International Studies at Monterey (MIIS). Colleagues at the College have been encouraged to participate in the One Middlebury grant program that offers funding for projects that make connections across Middlebury programs. Others have taken advantage of the opportunity to teach at MIIS. For example, a physics professor taught a Winter Term course in Monterey on climate change in the International Environmental Policy program; and a dance professor taught a course on communicating social change at the Institute. Several other College colleagues have similarly taught at the Institute in recent years.

In addition to the financial support provided by the One Middlebury grants, Middlebury has begun to explore models for formally sharing faculty resources between the College and the Institute. In 2014-15, Middlebury had a faculty appointment spanning the College and the Institute with the faculty member teaching courses for the College and the Institute. This arrangement makes use of the professor's particular academic background to teach both College and Institute students in areas of common academic interest. This experiment has included the use of a mix of videoconferencing and in-person teaching and has included courses with a mixture of College undergraduates and Institute graduate students. Given the experimental nature of this arrangement, the Office of Assessment and Institutional Research has been involved in evaluating the effectiveness of this approach, the results of which will be available in fall 2015.

The College has also continued to expand experiential learning opportunities in the curriculum. In spring 2014, the College faculty approved creation of a Summer Study opportunity, which will allow faculty to offer a limited number of courses during the summer that emphasize experiential learning. The College is offering four courses during summer 2015. The Local Food Systems course will be offered in three domestic locations: Middlebury, Washington, D.C., and Louisville, Kentucky. This course will be coupled with FoodWorks internships that focus on different aspects of the local (to the location) food structure. MiddCORE, which has been offered

in Winter Term by the College for several years, will meet on the campus of Sierra Nevada College in Nevada. In addition, the College will offer a course on nature essay writing in Alaska and a course about development and aid work that will be held in Addis Ababa, Ethiopia.

Implementation of Summer Study is managed by the dean of curriculum. The expansion of the College's curriculum into the summer, and in several new locations, has highlighted the need for processes to manage the administration of these offerings. The introduction of Summer Study has also highlighted that the College lacks a clear process for reviewing and approving other new summer programs that fall outside of the Summer Study structure established by the faculty. Accordingly, a working group was charged with developing a process for such programs; that group's recommendations will be considered by the senior administration in the coming year.

The College has expanded opportunities for experiential learning beyond the curriculum as well. With donor support, three faculty members launched a STEM innovation project, in which teams of students propose and execute ideas for a scientific solution to a real-world problem. The first team, which worked over the summer of 2013, developed a prototype for a water quality test that uses genetically engineered bacteria to test for toxins in water. The second team, in summer 2014, developed a remote device for testing cyanobacteria population densities. This model is being adopted by other colleagues; two faculty members have received funding for summer 2016 to use this model for working with students on projects in computational linguistics. Middlebury also sponsored very successful teams in the U.S. Department of Energy's Solar Decathlon competition in fall 2011 and fall 2013. Middlebury will continue to support student participation in this type of experiential learning projects.

MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES AT MONTEREY

The Middlebury Institute of International Studies at Monterey has seen several significant changes to the academic program in the last several years.

In 2012, in fulfillment of one of the Institute's self-study projections, and in conjunction with the Middlebury C.V. Starr Schools Abroad, the Institute initiated a new Master of Arts degree in international education management (MAIEM). The MAIEM program includes two semesters in Monterey followed by a four to six month practicum in the United States, at one of the Middlebury Schools Abroad, or elsewhere abroad. The program seeks to fill a need to develop leaders with advanced training in the growing field of international education. Since its inception, the program has grown from 21 students to 66 in fall 2014.

To meet rapid changes in the global marketplace, the Institute created – and will be admitting its first class for fall 2015 – a new Master of Arts degree in international trade and economic diplomacy (MAITED). The program will provide students with a solid background in policy analysis and trade negotiations as well as the opportunity to focus on one of three tracks: business, government, or civil society. The MAITED program will eventually take advantage of Middlebury's location in Washington, D.C., requiring students to complete the last semester of the program there. This will provide students with the opportunity to work with professionals in the fields of trade policy and economic diplomacy.

In addition to the two new MA programs, the Institute faculty have continued to update and revise the curriculum. The Master of Public Administration (MPA) and Master of Arts in international policy and development were brought under the same umbrella – the Development Practice and Policy (DPP) program. This unification sought to leverage shared resources for, and commitment to, immersive learning, curricular flexibility, teamwork, and strong engagement between theory and practice, while preparing students for two distinct career paths as policy professionals and leaders of social change organizations.

The Master of Business Administration (MBA) program developed a new focus on global impact management, with three tracks that emphasize the practical skills required for resilient business management; social enterprise and finance; and corporate risk management and compliance. Each track ensures that graduates will have the specialized knowledge and experience necessary to tackle major 21st century challenges to sustainable growth.

Working to accomplish the Institute’s mission to develop students who “... are emerging leaders capable of bridging cultural ... divides,” the Institute has created intercultural competency courses that can now be used to satisfy a portion of the language requirement in most programs. The intercultural competency program has well-defined learning outcomes that address intercultural knowledge, skills, and attitudes. The Institute is currently assessing students’ performance against these learning outcomes and evaluating the results (see the Reflective Essay on Assessment, Retention, and Student Success for a discussion of this assessment).

MIDDLEBURY LANGUAGE SCHOOLS

The Middlebury Language Schools are celebrating their centennial year in 2015. In the last four years, the Language Schools have continued to evolve their academic programs to meet the needs of students. Most notably, the Language Schools launched the School of Korean in summer 2015. Korean was selected given the strong and growing Korean heritage population in the United States. Relative to other languages taught at Middlebury, Korean – with 1.1 million speakers in the U.S. – ranks fourth behind Spanish, Chinese, and French. Also contributing to the decision to add Korean is South Korea’s growth as an economic force in the world and the complex geopolitical issues surrounding North Korea. The School of Korean is being offered at Middlebury’s instructional location at Mills College in Oakland, California, and has nearly met its enrollment targets for the first year, indicating that this new school is fulfilling a need.

Another significant development was the establishment of two new master’s degree programs: one in the Arabic School in 2012 and one in the School of Hebrew in 2014. The programs are designed for scholars and prospective language teachers, and provide language and cultural immersion, graduate-level courses in a variety of areas, and high-quality pedagogical training.

The Arabic School MA program offers two tracks: a general track that is in-language and offers course work in literature, history, culture, religion, and contemporary politics and society; and an Arabic language pedagogy track, designed for current and prospective teachers of Arabic by offering advanced training in Teaching Arabic as a Foreign Language. Students may complete

the MA degree by completing four summers in the Arabic School (currently at Middlebury's instructional location at Mills College), or by combining two summer sessions with an academic year at the Middlebury Institute of International Studies at Monterey (MIIS). The latter option draws on the strengths of the offerings at MIIS, and is another example of the academic integration between the Middlebury-based programs and the Institute.

The academic focus of the Hebrew MA is on teaching Hebrew as a second language. In offering this program, the School of Hebrew takes advantage of technology and our space in Washington, D.C., through one of two instructional options. In one option, students complete two summers on the Middlebury campus and in the intervening academic year, they participate in the program through videoconferencing and a one-week, onsite meeting in Washington. The other option allows students to complete the degree through four summers of study on the Middlebury campus. A summary of the initial assessments of this program may be found in the Reflective Essay on Assessment, Retention, and Student Success

Regarding the curriculum, the Language Schools directors recently agreed upon common learning goals for all Schools. All students are expected to “make substantial progress in oral and written language proficiency” and to develop various aspects of sociocultural competence. The schools' directors will begin the process of unifying and regularizing existing assessment practices in summer 2015. (See Appendix A for the Language Schools' learning goals)

MIDDLEBURY C.V. STARR SCHOOLS ABROAD

The Schools Abroad continued to further Middlebury's mission of pursuing knowledge unconstrained by national or disciplinary boundaries with the opening three new international sites since 2011.

In an effort to extend Middlebury's reach into Africa, the School in Cameroon was established in Yaoundé in fall 2012. The School in Cameroon offers students the ability to study culture, social sciences, language, and literature, with all instruction in French. In addition to taking courses organized in Middlebury's center in Yaoundé, students enroll in courses alongside students at the Université catholique d'Afrique centrale to enhance their experience in Francophone Africa.

In fall 2013, Middlebury established the School in India, with the first students participating in spring 2014. As part of this program, new university partnerships were established with St. Stephen's and Lady Shri Ram Colleges, both of which are part of the much larger Delhi University. This was the first Schools Abroad program where the primary language of instruction was English (aside from required Hindi language classes).

Also in 2013, the School in Egypt was indefinitely suspended due to safety and security concerns. Middlebury is currently exploring alternative sites in the Arabic-speaking world so it can offer an alternative to its current School in Jordan.

In 2014, through an affiliation with the Center for Medieval and Renaissance Studies (CMRS) in Oxford, England, Middlebury assumed control of the academic program of CMRS. Officially

known as the Middlebury College-CMRS Oxford Humanities Program, it is the first Schools Abroad program located in a country where English is the primary language. Students in the program are associate members of Keble College, one of the largest colleges at Oxford University. At Keble, students have multiple opportunities for integration into university life, including access to participation in clubs and sports teams, as well as use of the dining hall, common room, library, and all its other social and academic facilities. The first principal of the program is a Middlebury College history professor. The program exceeded its enrollment projections in the first year.

MIDDLEBURY BREAD LOAF SCHOOL OF ENGLISH

The Bread Loaf School of English (BLSE) has continued to fulfill its mission to provide top quality graduate education in the discipline of English. In 2012, Bread Loaf appointed a BLSE Advisory Board, comprised of one alumnus and seven current or former faculty members from different fields and campuses. The Board meets in Middlebury once a year to review and discuss all areas of the program and advises the directors throughout the year, as needed, on any major issues or changes.

As projected in 2011, Bread Loaf pursued several grant and funding initiatives designed to bring public school teachers to Bread Loaf. In 2012, Bread Loaf received a \$200,000 grant from the Arthur Vining Davis Foundations to support the infrastructure of the Bread Loaf Teacher Network (BLTN) for two years. Part of that grant included stipends for a 12-member BLTN Advisory Board as well as for BLTN teacher-leaders, charged with recruiting, fundraising, supervising, and outreach for the Network. Since 2011, Bread Loaf has raised over \$650,000 in additional grants and gifts to support fellowships for public school teachers, allowing them to attend the School of English and to participate in the year-round educational outreach of the Bread Loaf Teacher Network.

Bread Loaf completed a thorough review of the Master of Arts degree program, and as a result, in 2013, instituted new degree requirements to put the program more in line both with comparable programs and with the particular needs of Bread Loaf students. Specifically, Bread Loaf changed the distributional requirements to encourage more breadth of study, which is the primary goal for the degree. That change has ensured that students will study each of the literary periods that now define the discipline. It also created a needed balance among British, American, and world literature options.

In 2013, Bread Loaf closed its campus in Asheville, North Carolina, due to declining enrollments there. In part, the North Carolina campus was instituted to attract both diversity candidates and candidates from the South, but we realized few gains there in those areas. The closing of the campus has allowed Bread Loaf to offer fuller and richer programming at the three remaining campuses, and campus and staff sizes are now appropriate to the size of the student body. Bread Loaf is building connections with southern Historically Black College and Universities (HBCU) and has instituted special scholarships for HBCU students to enhance recruitment of students of color from the South.

In 2012, Bread Loaf participated in the Middlebury alumni survey, asking students to assess key aspects of the program, including the skills they gained in interpretation and writing. This turned out to be a successful way to gauge the strengths and needs of the education Bread Loaf offers. Fully one-hundred percent of respondents said they were satisfied with the education they received at Bread Loaf and rank the School's contribution to their improvement as writers and readers 4.5 or higher on a 5-point scale.

In a review of evaluations of students, Bread Loaf has identified critical writing as an area of where student accomplishments are the weakest. To expand and strengthen the training offered in writing, in 2014, Bread Loaf added a new course in Critical Writing, now an annual offering. In addition, Bread Loaf has hired and retained two new faculty members, both widely published and highly distinguished writers, who have developed new courses in creative non-fiction for the program. In 2013, Bread Loaf created a donor-supported fund, the Rocky Gooch Visiting Professorship, that provides salary for a distinguished senior scholar in writing and digital literacy each year.

In 2013-14, Bread Loaf conducted a full external review of its program, which included an extensive self study covering and documenting all areas of the program. The review culminated in a site visit in summer 2014 of two distinguished outside evaluators. The evaluators praised the outstanding strengths of the program, noting that overall it "exceeded even our high expectations". They concurred with Bread Loaf's own assessment of next steps: to continue to enhance the training we offer in writing and to improve our recruitment of diversity candidates into the student body.

MIDDLEBURY SCHOOL OF THE ENVIRONMENT

Summer 2014 marked the inaugural year of the Middlebury School of the Environment. The mission of the School of the Environment is to offer a curriculum of undergraduate summer courses and co-curricular activities that highlight fundamental characteristics of the study of the environment, with a focus on interdisciplinarity, global perspectives, team and field research, and leadership skills. It capitalizes on two of Middlebury's signature strengths: creative pedagogy in environmental studies and highly effective and intensive summer programs. Students enrolled in the School of the Environment gain perspectives and skills in five key areas related to the relationship between humans and their environment (see Appendix A for the learning goals).

During the first summer, co-curricular programming included workshops and trainings on persuasive communication, working in teams, communication styles, environmental media, interview strategies, networking, and emotional intelligence, as well as sessions with numerous environmental practitioners who talked with the students about their successes and failures with being effective agents of environmental change. Student evaluations of the program and courses indicate that the inaugural session was successful. The second year has just finished and the evaluations will be reviewed in the coming months.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

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 College courses are reviewed and approved by the Curriculum Committee, which is chaired by the dean of curriculum. Middlebury 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 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 credit at the 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, when relevant.

In the 2011 self study, Middlebury made a projection that called for "a process for considering Middlebury's credit hour system in fall 2011. The appropriate parties will begin their work in 2012, with a goal of recommending any changes by 2013." With the Carnegie Foundation's 2012 announcement that it was reconsidering the Carnegie Unit, Middlebury decided to delay studying its credit hour system until Carnegie released a final report. The resulting 2015 Carnegie report did not suggest any substantial changes to the credit hour, and Middlebury will now consider whether to take up this question again.

Consistent with the Commission's Policy on Credits and Degrees, Middlebury awards credit in a manner that meets or exceeds the minimum federal definition.

Definition of a Credit Hour for Middlebury College and the Schools

All Middlebury courses must meet at least 30 hours in the classroom each semester/term to receive one unit of credit. Significant additional work is required and may include reading, writing, language drills, laboratories, mandatory discussion sections, etc. Middlebury College undergraduate courses are each valued at one unit of credit, which is considered the equivalent of 3.3 semester hours; courses with an associated laboratory are considered the equivalent of 4.0 semester hours.

Courses offered by the Schools, including the Middlebury Language Schools, the Middlebury Bread Loaf School of English, the Middlebury C.V. Starr Schools Abroad, and the Middlebury School of the Environment, are typically valued at one unit of credit and are considered the equivalent of 3.0 semester hours.

Definition of a Credit Hour for the Middlebury Institute

A credit hour is an amount of work, represented in intended learning outcomes and verified by evidence of student achievement, that is an institutionally established equivalency reasonably approximating not less than—(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks in one semester, or the equivalent amount of work over a different period of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, and other academic work leading to the awarding of credit hours. We do not award credit hours solely for doing an internship. Internships for which credit is awarded must be an integral part of a more extended academic activity for which credit hours have been assigned based on the definition above.

Transfer Credit Policies

Middlebury's transfer credit policies are publicly disclosed on the website (see Affirmation of Compliance with Federal Regulations Relating to Title IV for links to the policies).

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. Similarly, graduate 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 senior associate registrar for duration and accreditation. 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. Requests for transfer credit at the Institute are reviewed and approved by the dean of the specific school.

Standard 5 • Faculty

The institution develops a faculty that is suited to the fulfillment of the institution's mission. Faculty qualifications, numbers, and performance are sufficient to accomplish the institution's mission and purposes. Faculty competently offer the institution's academic programs and fulfill those tasks appropriately assigned them.

MIDDLEBURY COLLEGE

The composition of the faculty at the undergraduate College has remained fairly stable over the last four years, and the College has maintained its 9:1 student/faculty ratio. Most faculty continue to be tenured or on tenure-track appointments (74.8% in 2014-15). The number of tenure-track appointments has risen from 231 in 2011-12 to 253 in 2014-15, while the number of term appointments has declined from 104 to 96 in the same timeframe. We are pleased to note that faculty of color represented 16% of the total teaching faculty in 2014-15, an increase from 12% in 2011-12. This increase reflects changes we made to recruiting practices in order to continue to diversify the faculty. These efforts include more training for chairs of search committees, compiling resources to support direct outreach to graduate schools with significant numbers of students from underrepresented fields, and the expansion of the recruiting manual to include best practices around diversity. We have also made significant gains in gender diversity in traditionally male-dominated fields (STEM disciplines) over the past two years, hiring women in more than 50% of searches in the STEM fields.

In addition to these efforts on behalf of faculty diversity, the College plays a central role in the Mellon-funded C3 (Creating Connections Consortium) program that was launched in 2013-14. The C3 programs “seek to address the challenges of diversity in higher education by building capacity, investing in cohorts of talented graduate students and faculty from underrepresented groups, and creating and nurturing connections between partners interested in institutional change”. One of the key programs of C3 involves hiring a group of three postdoctoral fellows from underrepresented groups annually at each of the consortium’s three primary liberal arts colleges. The first cohort of three C3 postdoctoral fellows arrived at Middlebury in 2014-15.

Another significant faculty effort in the last few years has focused on faculty governance. Faculty Council created and charged a Faculty Governance Working Group to consider the faculty’s governance structures and the relationship of faculty to the administration and the new Board structure. The result of their work was the creation of two new faculty committees, Resources and Strategy, to align with the related Board committees of the same names. The working group also recommended a change to the faculty meeting schedule that is intended to allow for more open dialogue on issues facing the faculty. Both of these changes were overwhelmingly approved by the faculty at its April 2015 meeting. In a different vote, the College faculty decided to make non-tenure-track faculty eligible for election to Faculty Council, in an effort to broaden representation on the Council.

The College faculty has experienced other changes in recent years, as well. The Educational Affairs Committee (EAC) has overseen the (mostly) successful implementation of new teaching load guidelines, in place for three years now. The guidelines have proven useful for EAC in

developing a more comprehensive picture of teaching loads across the curriculum. While this new approach was designed to meaningfully take into account several different factors that influence the workload of faculty, one unintended effect of these guidelines has been a reduction in the number of College faculty teaching in winter term, which we may need to address in the coming years.

In 2012-13, the College significantly reorganized the Center for Teaching, Learning, and Research (CTLR). The undergraduate fellowships program was incorporated into CTLR, and a new associate dean for fellowships and research was created to oversee this area as well as the Undergraduate Research Office. As part of the reorganization of CTLR, the College is increasing the resources available to support faculty around pedagogy and professional development. The dean for faculty development and research is now also the director of the CTLR, and we have expanded programming for professional development, for example, by initiating an expanded academic roundtable series to foster discussions about pedagogy. The CTLR is an important focal point for initiatives like the Mellon-funded Digital Liberal Arts. Middlebury also hired a new director for our reorganized academic technology group, which bridges the library and the CTLR; this group supports faculty in incorporating technology in teaching and research.

To facilitate the process for seeking funding for faculty research and scholarship, we have combined the former Corporate and Foundation Relations office with the Grants Office. The resulting Office of Grants and Sponsored Programs provides a more integrated approach to identifying funding sources and supporting faculty grant-writing and grants management.

Recognizing the need for an appropriate work/life balance, the College obtained an ACE/Sloan grant that led to two ongoing developments. Middlebury used part of the grant to help fund an economic development position in partnership with the town of Middlebury. The purpose of the shared position is to work to bring jobs to Middlebury, in part, to address spousal employment and retention issues by fostering a diverse local economy. In addition, Middlebury used the grant to pilot – and has now implemented on a more permanent basis – a dependent care program to support child care expenses associated with professional development.

MIDDLEBURY INSTITUTE OF INTERNATIONAL STUDIES AT MONTEREY

In 2014-15, the Institute had approximately 84 regular faculty, most of whom are full-time. The Institute also typically hires approximately 70 adjunct faculty each year, depending on course enrollments.

During the 2014-15 academic year, the Institute's Faculty Senate embarked on a project to review and revise its approach to faculty development and evaluation. In summer 2015, in response to broader governance and administrative changes within the Institute and at the board level, the Senate created a Faculty Governance Working Group. The group was charged by the provost with considering how they might align faculty governance both with the ongoing work on faculty development, and with overall changes in governance at Middlebury. The group plans to seek input from the full faculty in fall 2015, and expects to complete its work by May 2016.

Other recent faculty-centered initiatives at the Institute include a 2012 compensation study that resulted in a major recalibration of faculty salaries. The study showed that, compared with a blend of comparably-sized masters institutions, as well as larger academic institutions with which the Institute competes for applicants, MIIS salaries were positioned between the market 25th percentile and the market median. Ranges were created for all faculty, taking into account program and level, and salaries of those falling below the minimum of the range (approximately 25th percentile) were adjusted upward.

A variety of efforts to address issues related to the faculty appointment and evaluation processes have taken place in the last several years. A “professor of professional practice” designation was added to the categories of appointment, recognizing the need for active practitioners on the faculty of some programs such as Translation and Interpretation. In terms of faculty evaluation, external peer review of faculty candidates for promotion was introduced in 2012. The faculty is currently engaged in revisiting an initial round of changes to the evaluation process, in part to create a more meaningful relationship between faculty development and evaluation, and in part to better align processes across Middlebury programs.

THE SCHOOLS

There have been no significant changes to the faculty at the Middlebury Schools. In the Language Schools, the Bread Loaf School of English, School of the Environment, and the Middlebury C.V. Starr Schools Abroad, nearly all faculty members are employed primarily by another university or college. These colleagues are hired (largely on a year-to-year basis) to teach during the summer or part-time at our Schools Abroad. There is also a significant degree of variability in the background of these faculty: some are tenured faculty at other institutions (both in the U.S. and abroad), others are junior faculty at a variety of institutions, while still others are faculty who have distinguished themselves in teaching but do not have a terminal degree.

Since 2011, the Bread Loaf School of English has reviewed its faculty hiring practices and explored the possibility of advertising its positions in a method similar to the one piloted by the Language Schools. Bread Loaf also looked at hiring practices of comparable summer programs and reviewed its practices with external reviewers, and found that its hiring practices are yielding what it is aiming for: a diverse pool of outstanding candidates in each of the fields it teaches. With respect to the composition of the Bread Loaf faculty, the percentage of faculty of color at Bread Loaf has increased from 20% in 2011 to 25%; and over 35% of Bread Loaf faculty members, in any given summer, hold named chairs at other institutions.

In an effort to increase participation in course evaluations, Bread Loaf explored a number of options, including online venues. Ultimately, Bread Loaf chose to have students complete course evaluations in class, and the pilot was a success: the participation jumped dramatically from roughly 40% to 95% at all campuses.

Standard 6 • Students

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.

In terms of admissions, the College has continued efforts to increase student diversity. We have increased the percentage of incoming students of color to a new high of 26.2% and the percentage of incoming first-generation students is at a high of 14.5% (2014). In addition, the percentage of incoming international students is 11.5%. At the same time, our acceptance rate has gone from 20% in 2011-12 to 19% in 2015-16. We have also added two additional Posse partners with The Posse Foundation: Chicago and Los Angeles. The Los Angeles cohort will be our first STEM Posse totaling 40 Posse Scholars focusing on STEM fields in the next four years. In total, there will be approximately 120 Posse Scholars from New York City, Chicago, and Los Angeles on the Middlebury campus in the next four years.

During the 2012-13 academic year, a faculty/staff committee met to review the experiences of sophomores at Middlebury and made recommendations to strengthen that experience. The recommendations focused on three key areas: invigorating pre-major advising, increasing the number and role of the residential assistants in the Commons, and developing a constellation of sophomore-focused courses and educational experiences. To address the first, the faculty Commons Heads developed a pre-advising calendar, implemented in fall 2014, that builds in events, resources, and collaboration with other offices to strengthen the pre-major advising program. The calendar includes sessions focused on academics as well as internships, careers, and other co-curricular educational experiences. The results of a recent internal review of advising are currently being reviewed by College administrators, in part, to assess the effectiveness of this change.

In addition, the Commons Heads piloted an academic fair to highlight the purpose and relevance of a liberal arts education, as sophomores were declaring their majors and wondering where it might lead. The fair featured alumni from across the disciplines who shared their career choices and how the study of their major informed their life choices and prepared them for their careers.

In 2013-14, the College piloted “The Sophomore Seminar”, a course open to 15 students (with two sections offered each semester). The seminar has at its core a guiding question, “What is the Good Life and How Do We Live It?”. The response from students has been outstanding, with most students indicating that they feel it should be required of all sophomores.

With support from Admissions and the Office of the Dean of the College, the Student Government Association's Institutional Diversity Committee (IDC) developed a volunteer peer-mentoring program for first-generation students in 2013. The program has completed its second year of operation. Additional efforts to create a more inclusive environment focused on the

LGBTQ community. In fall 2014, Middlebury offered students the option to record a preferred name and pronoun to be used on internal documents, such as class rosters and the online directory. The College also developed a sustainable training program on LGBTQ and cultural competency for residential life staff and campus constituencies, including Safe Zone training.

The Task Force on Alcohol and Social life was initiated in 2011-12 and continued into 2012-13. The task force was comprised of 15 staff, faculty, and students, and looked at local and national data to determine areas of focus for the year. Focus groups, open meetings, and many one-on-one conversations informed the over 40 recommendations, many of which are now in place.

Middlebury will continue to assess the effectiveness of these recommendations through various surveys, including a NESCAC-wide survey first administered in spring 2012 and again in spring 2015. The results of the 2015 survey are currently being analyzed.

In an effort to broaden students' practical experience outside the classroom the College has increased funding for internships from approximately \$125,000 in 2011 to \$500,000 in 2014.

In the 2011 self study, the Middlebury Institute of International Studies at Monterey (MIIS) set a projection to "define and track indicators of student quality from admission through graduation beginning in fall 2011. This information will be used to refine recruitment and admission processes and strategies". To this end, the Institute set up a process to track various test scores and undergraduate GPAs for all entering students. In addition, the Institute used the results of its New Student Questionnaire (NSQ) to produce a report for faculty that provides background on their students, including years of work experience, career goals, and affiliation with organizations. The NSQ report is shared with faculty through the Institute's program webpages that are described in the Reflective Essay on Assessment, Retention, and Student Success.

In addition to using NSQ data, the Institute has made a significant investment in its recruiting and admissions operations in an effort to increase the applicant pool and also the number of quality students who attend MIIS. In 2014, the Institute engaged Parthenon, a consulting firm with expertise in enrollment management, to assess the viability of its programs in the market, and make recommendations about what strategies might be employed to optimize enrollment. As a result of their recommendations, in 2015 the Institute hired a new executive director of enrollment management to restructure and refocus the office. The executive director will be supported by an expanded recruiting staff and a new director of admissions, who is charged with ensuring that entering students meet admissions standards. A newly defined Middlebury marketing and communications department has begun to build capacity in marketing, with an initial focus on lead generation at MIIS. The Salesforce customer relationship management system is being implemented this summer to steward leads and improve conversion rates. The goal is to build relationships with quality prospects and to ultimately get them to enroll at MIIS.

With respect to student financial services, the Institute has made several changes since 2011. The Student Financial Planning Office and the Bursar's Office at the Institute have been combined into a one-stop shop student financial services (SFS) model reporting to the MIIS SFS director. The MIIS SFS director in turn reports to the Middlebury associate vice president for student financial services. This has allowed more operational functions to be performed at Middlebury thus freeing up staff time on the Monterey campus to be more student-facing.

In 2014, the Institute developed an online portal that allows admitted students to view their admission letter along with a comprehensive financial aid offer letter. This affords prospective students the opportunity to make more informed decisions about enrolling at a much earlier date.

In an effort to understand the experience of Institute students, MIIS implemented a graduating student exit survey a few years ago. The survey asks the student about satisfaction with the quality, helpfulness, and knowledge of faculty; how various MIIS experiences contributed to the student's professional development; and about the development of the student's skills and abilities. Results of this survey are shared with faculty through the Institute's program webpages that are described in the Reflective Essay on Assessment, Retention, and Student Success.

The Institute's international students and scholars functions have been integrated with the Middlebury Office of International Students and Scholars Services. The Institute maintains a staff person in Monterey to work with international students and scholars in person, but ultimate responsibility for immigration and visa-related issues lies with the Middlebury office.

Standard 7 • Library and Other Information Resources

The institution demonstrates sufficient and appropriate information resources and services and instructional and information technology, and utilizes them to support the fulfillment of its mission.

Perhaps the most significant change in Middlebury's library and information resources was a structural change made in 2014 that reorganized the Library and Information Services organization into two separate areas: the Library and Information Technology Services (ITS). The dean of the library now reports to the vice president for academic affairs at the College, who also serves as the senior administrative officer to the College Board of Overseers. The associate vice president for information technology reports to the vice president for finance and treasurer, who is the senior administrative officer to the Board's Resources Committee. These structural and reporting changes align the operational aspects of the library and information technology resources with the new administrative and governance structures of Middlebury. The two areas continue to collaborate on issues of mutual interest, such as academic and classroom technology.

In 2014, Middlebury launched the Digital Liberal Arts (DLA) initiative with the support of an \$800,000 grant from the Mellon Foundation. The DLA trains and supports faculty to implement digital projects in their teaching and scholarship, while providing opportunities for students and faculty to develop new collaborative research models and course content. The DLA is run through the Center for Teaching, Learning, and Research and in collaboration with the library.

Acknowledging the continued growth in the use of technology in the classroom, Middlebury added the position of director of academic technology to oversee a new academic technology division within the library. This position was filled in 2014 and has primary responsibilities for faculty development with technology, planning for classroom technology (in collaboration with ITS), support for the course management system and other allied technologies, and managing the digital media tutor program. It is also a key partner in the DLA initiative.

The library has been working on information literacy efforts within the first-year seminar program and within the major. First-year students completed a brief baseline assessment and the results indicated a few critical areas that students needed to learn more about: the ability to differentiate between primary and secondary sources, when and how to document a source, and methods for revising searches. Based on these findings, librarians revised the first-year seminar workshops to address these areas and support students in learning these skills. Formative assessments conducted at the end of the workshop indicate that students are now indeed learning the information.

The library has also been conducting ongoing assessment and experimentation with ebooks and new models for providing access to library resources; use of ebooks has seen modest growth. Additionally, the library has been piloting an interactive video/audio editing/collaboration platform mostly in support of language teaching called SANSSpace, which has been used by eight departments in the last year.

In 2010-11, Middlebury developed and provisioned a centralized academic course tool called the Course Hub. This tool is designed to provide a single access point for faculty and students, at all schools and programs, to access their course-related technology services, and has been widely adopted. It also provides us with an excellent view of how technology is being used across the various schools and programs and within each department.

Middlebury undertook a significant effort to provide videoconferencing facilities on the Middlebury and Monterey campuses and at the Washington, D.C. location. The videoconferencing facilities have been, and will continue to be, used to connect faculty, students, and staff in Middlebury's various locations. Middlebury has just completed the development of a new state-of-the-art videoconferencing space in the library that will be used for potential Middlebury-Monterey courses, as well as Board and other meetings.

In support of the Language Schools, Middlebury has installed additional satellite television locations for the Chinese, Italian, and Portuguese Schools.

Following the reorganization of the library and information services, Middlebury built a new data center. This center, located at a nearby off-campus location, provides a more secure and stable location for Middlebury's core technology infrastructure. In addition, Middlebury established real-time data storage replication and virtual server failover across two independent data centers. Middlebury also refreshed its disaster recovery and business continuity plans to meet the standards set by our auditors.

Standard 8 • Physical and Technological Resources

The institution has sufficient and appropriate physical and technological resources necessary for the achievement of its purposes. It manages and maintains these resources in a manner to sustain and enhance the realization of institutional purposes.

Middlebury has continued to grow and maintain its Vermont campuses and has added a physical presence in Washington, D.C. Two significant building projects since 2011 include the building of a squash facility and the Virtue Field House. In addition, Middlebury rebuilt – on the Middlebury campus – the two homes designed and built by Middlebury College students for the U.S. Department of Energy’s Solar Decathlon.

In September 2013, Middlebury opened a space on K Street in Washington, D.C. The Middlebury in DC location offers students, faculty, and staff from Middlebury College and the Institute greater access to the many academic, government, international, research, and philanthropic organizations in the Washington, D.C., area. The space also houses the Washington office of the James Martin Center for Nonproliferation Studies (CNS), which is part of the Institute. The 6,500 square foot office has meeting and office space as well as a large videoconferencing facility. Since its opening, Middlebury in DC has highlighted the academic array of the institution by hosting events and activities relating to the College, Institute, and Schools. Middlebury is currently in the process of preparing an application for authorization to award credit in the District, so that Middlebury can also offer credit-bearing experiences in D.C.

Since 2011, Middlebury has completed several major renovation projects, including Forest Hall, a large residence hall that is used in the academic year and by the Language Schools in the summer. This renovation included the addition of central air conditioning to make the building more tolerable for the summer residents. Middlebury also completed a major renovation of the president’s house to make it more useable for both of its functions: as a residence for the president and his/her family, and as a location for presidential dinners and special events.

In the Davis Family Library, a new computer lab was created primarily in the support of the Economics department curriculum. Middlebury also made a significant upgrade to the computer lab in Sunderland Hall, as well as to an adjacent classroom. Since 2011, Middlebury also increased the number of “smart” classrooms from 95 to 125.

Several improvements were made to Middlebury’s athletic facilities, in addition to the squash facility and field house, including an expansion of the fitness center, the addition of snowmaking at the Rikert Nordic Center (in part to support the hosting of the 2013 NCAA national skiing championships), resurfacing and new lights at Kohn Field, and improvements to the Ralph Myhre Golf Course.

Acknowledging severe limits in office space on the Middlebury campus, Middlebury leased and renovated a 22,000 square foot building off-campus. This building became the consolidated home to Middlebury’s institutional advancement operations; it is the first time in 30 years that the entire advancement staff is under one roof. The office building includes about a dozen staff

from Information Technology Services and the offices of the Davis United World College Scholars Program. This location also includes the new data center described in Standard 7.

In 2015, the Board of Trustees approved the construction of new residential space to accommodate moving a substantial number of students now living off-campus back on campus, and to allow for increased flexibility in our overall housing stock. These new beds will also allow for increased summer programming. The new incremental 158 beds are expected to be ready for fall 2016, and are being financed and constructed using a privatized housing model. In this model, the capital is provided by a third party and the construction and operating risk is maintained by the third party.

Middlebury continues to make progress toward its goal of carbon neutrality by 2016. The biomass plant has exceeded the projected consumption of 22,000 tons of wood chips by using 24,000 tons, which represents 40% of our carbon footprint. Middlebury now has two significant solar sites in service providing 650 kilowatts of connected electric power generation. Middlebury is also now consuming compressed natural gas and, as a result of all of these efforts, has a minimal reliance on oil. Middlebury will further reduce its carbon emissions when the renewable natural gas project is online in 2016.

In 2014, the Board of Trustees approved a master plan for the Middlebury Institute of International Studies campus in Monterey. The long-term plan, which involves closing a portion of Pierce Street that bisects the campus, and creating a central pedestrian mall, is still subject to approval by the City of Monterey. If approved by the city, Middlebury will initiate a planning process to create a timetable and financing plan for the project as well as more detailed architectural plans for the buildings and open spaces.

On the technical side, Middlebury also completed a comprehensive network refresh on the Middlebury campus that included replacing the vast majority of network switches on-campus to support multiple 10 gigabits per second backbones connecting a redundant core across two independent data centers, as well as to redundant server farms. Additionally, Middlebury largely completed a similar network refresh project on the Monterey campus.

Standard 9 • Financial Resources

The institution's financial resources are sufficient to sustain the achievement of its educational objectives and to further institutional improvement now and in the foreseeable future. The institution demonstrates through verifiable internal and external factors its financial capacity to graduate its entering class. The institution administers its financial resources with integrity.

Middlebury's financial management is focused on ensuring full support for the institution's academic mission and the integration of all its programs. Financial planning and reporting are centralized and include all components of Middlebury: the College, the Institute, and the Schools. Financial priorities are driven by decisions made during the budget process by the president, vice presidents, deans, and ultimately the Board of Trustees. The current financial priorities are focused on financial sustainability and improving operating margins in a limited resource environment with pressures on financial aid and other programs.

Since 2011, Middlebury's endowment increased by 19% to \$1.082 billion at the end of fiscal year 2014. For the period ending June 30, 2014, the endowment had a net annualized three year return of 11.1%. Meanwhile, at the direction of the Board, the endowment distribution rate has been reduced to approximately 5.3% budgeted for fiscal year 2016. There have been no changes to Middlebury's credit ratings from either Moody's (Aa2) or Standard & Poor's (AA), both ratings remain with stable outlooks.

Middlebury continues to derive the majority of its revenue from tuition and fees, gifts and grants, and endowment support. On the expense side, for fiscal year 2016, the primary drivers are salaries, wages, and benefits, financial aid, and facilities support, such as, debt service, utilities, and maintenance.

On June 30, 2015, Middlebury completed the Middlebury Initiative, a \$500 million capital campaign that exceeded the goal by resulting in \$535.5 million in donations. This generous support from donors has helped provide financial support for 142 endowed scholarships, the reduction of loans in financial aid packages, 40 new faculty positions, the Middlebury Institute at Monterey, the School of the Environment, among many other programs and initiatives. The Initiative has allowed Middlebury to continue to offer its students and faculty world class opportunities, while ensuring that ongoing operational activities are funded as well.

In 2012, Middlebury refinanced \$58 million of debt at a lower fixed rate. Middlebury has an all fixed rate debt structure with no debt-related interest rate swap agreements. In January 2015, Middlebury dedicated its first major gift-funded construction project: the Virtue Field House. This project is in keeping with Middlebury's goal of financing major construction projects through gifts rather than loans.

The position of associate vice president for finance and assistant treasurer was reinstated in 2014 in recognition of the complexity of the institution's finances. The controller, the director of budget and planning, the director of business services and assistant treasurer, the director of

investment and treasury operations, and the director of business systems all report to the associate vice president. In addition, since 2011, Middlebury has hired a new director of budget and planning who has been working with administrators to streamline the budget process. In 2015, the Budget Office implemented a new budget planning and reporting tool that will be used to enhance the institution's financial reporting capabilities, allowing senior administrators to make more informed financial decisions.

Standard 10 • Public Disclosure

In presenting itself to students, prospective students, and other members of the interested public, the institution provides information that is complete, accurate, clear and sufficient for intended audiences to make informed decisions about the institution.

Middlebury continues to be committed to providing appropriate, useful information to interested parties. The website is the main medium of communication about Middlebury programs and policies, and it contains prominent homepage links to all of Middlebury's schools and programs.

Middlebury provides prospective and current students with the tools necessary to understand the full cost of attendance. The Office of Student Financial Services (SFS) makes a net price calculator available on its website. In addition, SFS posts relevant consumer information on its website in compliance with the Higher Education Opportunity Act of 2008. The Office of Assessment and Institutional Research (AIR) provides data regarding graduation rates through the Common Data Set on its website. The Center for Careers and Internship provides information about what Middlebury College graduates do after graduation; similarly, the Institute's Center for Advising & Career Services publishes employment outcomes on its site. In addition, the AIR website includes information on enrollments and degrees, as well as other relevant data.

In an effort to present a more accurate and consistent message about the institution and all of its programs, in 2012 Middlebury hired the consulting firm Neustadt Creative Marketing to conduct a comprehensive study of the Middlebury brand. Neustadt conducted research on Middlebury's various constituents from prospective students to alumni to get an understanding of what Middlebury means to each of those constituents. As a result of that research, Neustadt recommended a brand strategy that Middlebury could use to describe itself – both as a whole and as individual programs – to its many constituents. Using this work as a foundation, the Office of Communications and Marketing then undertook the development of a new Middlebury identity system. This work, intended to “create a common linkage across all of our schools while ensuring that each retains and strengthens its unique identity and mission”, was approved by the Board of Trustees in 2014 and announced to the community January 2015. One significant element of the new identity system was the change of name of the Monterey Institute of International Studies to the Middlebury Institute of International Studies at Monterey.

Since 2011, Middlebury has also moved to consolidate its communications and marketing functions to achieve a more uniform and consistent message. Since 2013, the communications office at the Institute in Monterey has reported to the Middlebury-based vice president for communications and marketing. This change in reporting lines has led to closer collaboration and an increase in sharing of resources with the Institute.

Recognizing the importance of having accurate and useful data for internal and external audiences, the administration charged a Data Strategy Team to look at how Middlebury's data are stored and retrieved. The primary finding of the team was that Middlebury needs to re-establish its data governance processes and that a data warehouse option should be considered along with new reporting tools. Subsequently, a Data Governance and Reporting Group has been working on these issues and expects to make recommendations by September 2015.

Standard 11 • Integrity

The institution subscribes to and advocates high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, its governing board, external agencies and organizations, and the general public. Through its policies and practices, the institution endeavors to exemplify the values it articulates in its mission and related statements.

As referenced in the Response to Areas of Special Emphasis, Middlebury's new governance structure included the establishment of a board-level Risk Management Committee. The committee is responsible for all matters of institutional risk, including oversight of all operating policies and handbooks. To identify and address matters of risk within the administrative structure, in 2015, President Liebowitz and President-elect Patton appointed a chief risk officer. Since this appointment, the chief risk officer has been conducting risk audits throughout the institution and has created a heat map to highlight areas of potential risk, including reputational, brand, financial, legal, governance, and operational risks.

In January 2015, Middlebury appointed a Title IX Coordinator and Compliance Officer. The responsibilities for this new position include coordinating Middlebury's efforts to comply with a number of federal laws, including Title IX; overseeing Middlebury's response to reports and complaints of sexual misconduct, domestic violence, dating violence, stalking, harassment, and discrimination in accordance with institutional policies; and identifying and addressing any patterns or systemic problems that arise during the review of such complaints. Middlebury has also hired two human relations officers to support these efforts.

Responding to a projection in the 2011 self study, the Title IX coordinator and human relations officer worked with counsel to ensure that Middlebury's Anti-Harassment/Discrimination Policy and the Policy Against Sexual Misconduct, Domestic Violence, Dating Violence, and Stalking complied with applicable federal and state laws. In 2012, online anti-harassment training for faculty and staff was implemented across the institution. This program was suspended in 2014 to transition to a new vendor and delivery of an industry-leading program that combines anti-harassment and campus sexual assault prevention into a single, integrated program. The new program is set for a fall 2015 launch. Middlebury also offers in-person training and other programs to faculty, staff, and students regarding sexual violence prevention and response.

In September 2013, Middlebury implemented a new phone and Internet-based ethics reporting system called EthicsPoint. The system allows Middlebury community members to anonymously report matters of a financial nature, human resources related incidents, and workplace safety. In October 2013, Middlebury created a PCI (Payment Card Industry) Compliance team to ensure business functions across the institution protect payment card data. The work of this team includes educating departments about best practices for payment card data handling and securing PCI-related technology systems.

Beginning in fall 2013, a new staff and faculty orientation process was introduced at the Middlebury Institute. It was developed by the human resources department to serve both the Middlebury and Monterey campuses. While programs differ from one campus to the other, they are jointly developed and philosophically aligned.

Reflective Essay on Assessment, Retention, and Student Success

The following narrative essay reviews how each of Middlebury’s academic programs (College, Institute, and Schools) assesses learning outcomes for their students and describes how they use this information to improve their curricula and student experiences. The first section focuses on retention, which is generally quite high across all programs. The second section looks at measures of student success by tracking data on further education and career outcomes. The third section describes efforts to assess student learning across the institution. This section also provides specific examples of curricular and pedagogical changes that have been employed to address other issues identified by faculty as inhibiting student learning success.

MIDDLEBURY COLLEGE RETENTION AND GRADUATION RATES

As indicated in the S.1 form, retention and graduation rates for the College are excellent. The percentage of students who continue after their first year is consistently in the mid-90% range, varying from 95-97% for the past four years. Similar patterns hold for Hispanic, multi-race/ethnic, and international students: consistently in the low- to mid-90% range continuing after their first year. Retention rates are somewhat more variable for African-American students, whose retention rates have varied from a high of 100% for the cohorts entering in 2011 and 2009, to a low of 83% for the cohort entering in 2013.

Of the class that entered in fall 2008, 89% graduated within four years, and 94% within six. These figures have not changed significantly over the past five cohorts. Analysis of racial groups and international populations indicates differences in the overall patterns by population. The six-year graduation rate for international students has been quite consistent for the past four years, varying from 92% to 96%. The graduation rates for African-Americans and Hispanics have been improving since Middlebury’s last comprehensive review; however, there are still differences in the year-to-year rates. For example, as shown in the table below, the six-year graduation rates for the cohorts of African-American and Hispanic students from 2005 to 2008 have varied widely; however, the rates for most recent years have ranged between 90% and 96%. These patterns indicate that student support services (e.g., optional courses, peer tutoring) may be having their intended effect.

Four- and Six- Year Graduation Rates, by Cohort Entrance Term

	Fall 2008		Fall 2007		Fall 2006		Fall 2005	
	4 yr	6 yr	4 yr	6 yr	4 yr	6 yr	4 yr	6 yr
Overall	89%	94%	87%	94%	88%	94%	86%	93%
African-American	81%	90%	88%	94%	72%	78%	63%	69%
Hispanic	85%	93%	92%	96%	77%	83%	83%	90%
Two or more	95%	95%	75%	89%	88%	100%	80%	100%
International	94%	96%	84%	94%	89%	96%	85%	92%

We will continue to track retention and graduation rates for the College, overall and by racial groups and international populations. In the last several years, we have conducted a survey of students who withdrew from the College, and no consistent pattern emerged from their responses regarding their reasons for leaving. The number of students who do not ultimately graduate from the College is small, but we will continue to seek more information about the factors that contribute to their leaving.

INDICATORS OF STUDENT SUCCESS

Overview

Information that Middlebury collects about the post-graduation careers and plans of its alumni is critical to assessing the effectiveness of the various academic programs. For graduates of the College and the Institute, information regarding post-graduation plans is collected at multiple points: at graduation and again six months later for the College; and at graduation and one year later for the Institute. Additionally, in 2012, we conducted a survey of all alumni, from all programs; this survey will be repeated every five years. Findings from this survey have been the main source of career and advanced education information for graduates of Middlebury’s programs.

The College

Data collected on post-graduation activities suggest that Middlebury College undergraduates leave with the knowledge and ability they need to take the next step toward career success. Shortly before graduation, each student is asked to provide information regarding post-graduation plans. Six months after graduation students are asked to provide an update on their current status. The table below summarizes the employment and graduate study responses provided at graduation as well as the six-month updates. The employment pattern for members of the class of 2014 (46% employed upon graduation increasing to 62% by six months) is fairly consistent with the pattern over the past four years. The percentage of Middlebury’s most recent alumni who report pursuing a graduate or professional degree immediately after graduation has consistently been between 11% and 15% in the last four years. In addition, over the past five years, Middlebury students have received a total of 132 nationally- and internationally-competitive fellowships, including 45 Fulbright, and 10 NSF Graduate Research Fellowships.

College Seniors’ Post-Graduation Plans Upon Graduation and 6-Months Post-Graduation

	Class of 2014		Class of 2013		Class of 2012		Class of 2011	
	Upon Graduation	Updated Status	Upon Graduation	Updated Status	Upon Graduation	Updated Status	Upon Graduation	Updated Status
Employed	46%	62%	46%	60%	52%	67%	44%	59%
Graduate Study	12%	12%	13%	13%	12%	11%	15%	15%

The Institute

The Middlebury Institute of International Studies at Monterey requests information regarding the post-graduation plans of students and alumni both at graduation and one year later. The percentage of graduates who have secured employment (including fellowships, internships, and self-employment) at the time of graduation has been consistent for the classes of 2015 and 2014, 48% and 49%, respectively. The most recent survey conducted one year after graduation showed that 87% of 2013 Institute graduates were employed within a year of graduation. The employed percentages vary slightly by program, from a high of 94% for Translation and Localization Management graduates to 76% for graduates of the MBA program.

Language Schools

Students in the various Schools often come to our programs as members of a profession. Many are seeking a Master of Arts degree as a form of professional development. Based on responses from the 2012 alumni survey, 84% of Language Schools respondents indicated that they were employed, and another 11% indicated that they were pursuing additional education. The table below shows responses broken out for the largest Language Schools. Additionally, 93% of Language Schools alumni indicated that their Language Schools education made a major contribution to their career.

Current Activity Language Schools Alumni, 2012

Current Activity	All LS Degree Holding Alumni	Arabic	Chinese	French	German	Italian	Russian	Spanish
Employed	84%	79%	76%	83%	87%	83%	82%	87%
Pursuing additional education	11%	21%	24%	10%	7%	12%	18%	9%
<i>Number of Responses</i>	<i>1,108</i>	<i>14</i>	<i>21</i>	<i>343</i>	<i>86</i>	<i>106</i>	<i>49</i>	<i>352</i>

Bread Loaf School of English

Employment rates for graduates of the Bread Loaf School of English are similar to those for the Language Schools. Based on responses to the 2012 alumni survey, of those alumni who were not already retired, 85% indicated that they were employed either full- or part-time; an additional 2% indicated they were pursuing an additional graduate degree.

Overview

In the April 2012 letter confirming Middlebury's continued accreditation, the Commission asked that we comment in this interim report on our efforts to implement a comprehensive approach to the assessment of student learning at the undergraduate College. We are pleased to report that in the three years since then, we have made substantial progress toward this goal. Over this period, the academic administration and the faculty have collaborated to examine the effects of a Middlebury education upon students in all of our programs – not only the undergraduate College. Each of the academic programs offered by the College, the Institute, and the Schools is unique, and each program faculty is charged with the task of identifying its own approach to gathering evidence of student learning that is of value to the program, and that supports departmental/programmatic efforts to review the curriculum and improve student learning. The Office of Assessment and Institutional Research (AIR) supports these initiatives by providing expertise and help with multi-method, multi-informant, and indirect and direct data collection strategies. The model we are building centers on the notion that assessment of our programs must be an ongoing process that is clear in scope, useful for making decisions about program effectiveness, and manageable for faculty to undertake.

A key form of support offered to faculty has been the development of summary assessment information that can be communicated to administrators and faculty in a consistent and easily accessible format. We have created webpages for each program of the College and Institute that summarize data about students and alumni, including historical data on enrollments, enrollments per faculty FTE, student satisfaction with education in the major or program, comparison schools data, and alumni survey data (see example in Appendix B). These password-protected webpages allow faculty to have easy access to information that is useful for answering questions about the experiences of students in their program. For the Schools, this type of information is shared directly with the Schools Abroad directors on an annual basis, and with the directors of the Language Schools and Bread Loaf School of English, following the alumni survey. These data often prompt faculty to reach out to AIR for additional help.

Faculty in various departments and programs use this information to identify specific questions for further investigation. At the College, a number of departments focused on student ratings of satisfaction with advising in the major. This led to faculty conversations about best advising practices and resulted in the creation of advising forms that ensure greater consistency in the information provided to students in those majors. Additionally, a number of departments are using the post-graduation and alumni data to better advise majors on career options. The creation of data pages for programs at the Institute has been more recent and we have yet to determine the impact of this information on faculty decision-making. As faculty ask for additional supporting information, the data pages will be tailored to focus on the critical pieces of data that provide useful information in an easily accessible format.

In the sections that follow we briefly summarize the assessment projects associated with each of our programs and provide a more detailed accounting of findings and resulting changes to the curriculum, where appropriate.

The College

One major development regarding assessment efforts at the College since the comprehensive evaluation has been the development and adoption of college-wide curricular learning goals by the undergraduate faculty, as mentioned in Standard 4. These goals were developed by the Educational Affairs Committee (EAC), with substantial input from, and ultimately overwhelming endorsement by, the undergraduate faculty. A description of these learning goals is provided in Standard 4 and Appendix A of this report.

In addition, in 2013, the Educational Affairs Committee appointed an Assessment Committee to oversee curriculum-wide assessment efforts. This committee, chaired by the then-vice president for strategy and planning, and comprised of six faculty colleagues from a broad array of disciplines, was charged with developing an approach to the assessment of the college-wide learning goals. In developing this approach, the committee needed to determine a particular learning goal on which to focus their initial efforts, and identify a method for assessing student learning related to that goal. The 2012 alumni survey asked College graduates to indicate the degree to which their Middlebury experience helped them to develop a variety of skills – some of which mapped clearly on to the faculty-endorsed learning goals. They were also asked to indicate how they currently value those same capacities. The Assessment Committee noted a surprising disparity between the high value placed on oral communication skills, and the degree to which respondents felt Middlebury had helped them develop in this area. As a result, they chose to focus their initial efforts on the assessment of oral communication.

Skills and Capacities Averages for Value Today and Learned at Middlebury for College Alumni, 2012

Skills and Capacities	Value Today	Learned at Middlebury
Critical and creative thinking	4.8	4.6
The ability to write clearly and effectively	4.8	4.6
Oral communication skills	4.8	4.0
The ability to access and evaluate information	4.8	4.3
Application of knowledge skills, and responsibilities to new settings and complex problems	4.7	4.3
Foundations for skills and lifelong learning	4.7	4.4
Inquiry and analysis of evidence	4.6	4.3
Teamwork and problem solving	4.6	3.8
Ethical reasoning and action	4.5	3.8
Knowledge of human cultures	4.3	4.0
Intercultural knowledge	4.2	3.8
Civic knowledge and engagement – local and global	4.1	3.6
Knowledge of the physical and natural world	4.0	3.7
Quantitative reasoning	4.0	3.3

5-point scale

The committee sought to implement an iterative assessment strategy that relied on multiple methods of data collection. They started with a faculty survey to better understand how faculty were teaching oral communication skills in their courses. The survey gathered information on the

percentage of courses that require student presentations, and how faculty members provide instruction and feedback to students for this activity. The results indicated that prepared presentations are an integral part of the Middlebury curriculum, with over 90% of responding faculty indicating that this activity is a part of their courses. In addition, at least one presentation is required in an overwhelming majority of courses across all levels of the curriculum. Thus, graduates' lack of development in oral communication skills (as compared with other skills assessed) cannot be explained by lack of exposure to the activity.

Nonetheless, as summarized in the table below, students may not be receiving as much support as they might need to learn to be effective presenters. The strongest instructional support appears to be provided in the context of First-Year Seminars (FYS), with somewhat less emphasis on this instruction later in students' careers. It may be that students would benefit from more consistent instruction over their four years. In addition, the survey indicated that students are more likely to receive feedback on the content of their presentation than on their style of delivery. The Assessment Committee presented these findings to an audience of faculty and staff at the Center for Teaching, Learning, and Research, generating helpful discussion about the priority of presentations with respect to other aspects of the course, most notably delivery of content and writing. A number of faculty acknowledged that they required students to give presentations, but did not devote time to developing the ability in courses.

Results of College Faculty Survey Regarding Oral Communication Skills Instruction, by Course Level

Prior to presentation <i>% of faculty who...</i>	FYS	Introductory	Intermediate	Advanced (400-level)	Independent Project/ Thesis
Provide in-class instruction on best practices	82%	71%	68%	63%	44%
Provide handout reviewing elements of a good presentation	55%	52%	46%	46%	29%
Discuss guidelines for presentation grading with students	56%	50%	54%	54%	32%

Following presentation <i>% of faculty who...</i>	FYS	Introductory	Intermediate	Advanced (400-level)	Independent Project/ Thesis
Provide feedback on style of delivery	68%	60%	59%	59%	51%
Provide feedback on content of presentation	83%	75%	77%	81%	72%

With the survey information and faculty conversation as context, the committee sought to develop a method for directly assessing oral presentation skills. They adapted the AAC&U Oral Communication VALUE rubric to collect data on a sample of videotaped student presentations. In addition to the five objectives included on the VALUE rubric (organization, language,

delivery, supporting material, and central message), the committee added the objective of integrating multiple information formats (e.g., PowerPoint, data, text, and oral communication) simultaneously (see Appendix C for a copy of the rubric).

To support the work of the committee, we created a repository of student presentations. In advance of each meeting, committee members scored a set of presentations and then engaged in an active discussion of the assessments. In the sample of presentations assessed thus far, the presentations have been assessed as fairly strong, with average collective scores on each objective falling at approximately 3 on a 4-point scale. Scores were lowest on the dimension assessing the simultaneous integration of multiple formats of information. Students seem to be challenged by moving from their writing on the subject to coordinating a spoken message augmented by illustrative visuals in text and graphic form. The committee has identified this objective as requiring further investigation and discussion with faculty colleagues.

Beyond the data collected, the conversations among committee members have proven to be an important outcome of the project. The group recognizes that there is significant value in faculty sitting together and talking about teaching, and about how to support student development, in and across disciplines. These benefits are not captured through the rubric, but rather surface during the discussions when faculty critically evaluate the relative strengths and weaknesses of the presentations and problem-solve about how they might better approach the task of supporting student learning. The committee has therefore recommended that the number of faculty participating in this activity be expanded in the coming year – casting the work of the committee as assessment of student learning, but also as faculty development. We are currently working on a model that will support this recommendation.

In addition to the curriculum-wide assessment efforts of the Assessment Committee, academic departments and programs continue to engage in their own more targeted assessment activities. As summarized in the E-Series form, all academic departments/programs are conducting assessment projects gathering indirect (e.g., surveys, student focus groups) and/or direct (e.g., papers, imbedded exam questions) evidence. These projects are being conducted by the faculty within the department/program and, if requested, with the assistance of the Office of Assessment and Institutional Research (AIR). A majority of departments/programs are relying on indirect evidence of student learning and the director of AIR is in contact with these programs at least twice a year (fall and spring) to ensure that they are making progress toward greater reliance on direct evidence. By the next comprehensive evaluation, the majority of academic departments will be actively engaged in collecting direct assessments of student learning within the major.

The efforts of the Neuroscience program offer an illustrative example of one program's assessment project that has developed over the past couple of years. The Neuroscience program is a rapidly growing major whose faculty are primarily appointed in other departments (Biology, Psychology, and Philosophy). Student survey satisfaction ratings suggested variability in student experiences with the curriculum, and the program faculty sought to further examine the curricular and extra-curricular student offerings. As a result of a curricular mapping exercise, faculty noted that they had to teach the same specific foundation material in a number of courses. Because there are a variety of entry points into the major, it was difficult to predict which students in a given course had previously learned prerequisite material. Focus groups were

conducted to gather additional information regarding students' experiences in the major. During the course of these discussions seniors expressed some frustration with the curriculum, characterizing it as occasionally repetitive and limiting. The program also undertook an external review and sought feedback from the visiting review team on the structure of the program's curriculum. On the basis of all this information, the faculty recently restructured the major's curriculum to address concerns identified in the survey and focus group feedback and to make use of the reviewers' recommendations. The next step is to develop a tool that will allow faculty to assess the impact of these changes on students' experiences with the major.

The Chemistry Department offers an example of faculty efforts to evaluate the consequences of a curricular change. In 2010, the department instituted a new methods course to improve the ability of majors to write a primary research article based on independent research. The creation of the course allowed students to practice writing in the discipline and provided exposure to laboratory techniques they could implement in their projects. In 2013-14, the department assessed the impact of this change and found that the course has resulted in a higher quality of senior work being submitted to the department, and has increased students' opportunities to practice laboratory techniques that are highly sought in post-graduate labs at major research institutions.

The Philosophy department is currently engaged in an effort to directly assess the degree to which their majors have achieved and retained the "ability to recognize, analyze, and evaluate structures of arguments" – one of the department's learning goals for all majors. They administered a "logic quiz" to all graduating senior majors during spring 2015. Students were presented with a series of arguments and responded to multiple-choice questions regarding their structures and also provided an extended written response. This fall, the Philosophy faculty will review the student responses and determine whether any changes to the curriculum should be made to ensure that majors are able to demonstrate a level of argumentative skill that is consistent with faculty expectations.

The above examples illustrate the process we encourage for undertaking assessment of student learning to improve the curriculum: focusing on meaningful questions that address a critical issue; identifying a method for collecting the necessary evidence; analyzing student work; making changes to the curriculum on the basis of the evidence; and assessing the effectiveness of those changes. Going forward, the Office of Assessment and Institutional Research will continue to provide support for college-wide and department/program level assessment, with increasing emphasis on direct methods of assessment. We will also work with the academic administration on ways to broaden the work of the Assessment Committee and increase the number of faculty participating in college-wide assessment projects.

One additional source of potential innovation regarding the assessment of student learning is the New England Assessment Support Network (NEASN). In 2014, Middlebury led the creation of this group, which comprises institutional research and assessment leaders at a number of New England liberal arts colleges. Its purpose is to discuss the assessment of student learning, and to share best practices with one another. Middlebury hosted the first two annual meetings of NEASN. The 2015 meeting included a member of the Commission on Institutions of Higher Education staff, which was enormously beneficial to all participants. We anticipate that NEASN will continue to serve as a resource for improving our assessment practices.

The Institute

While the primary focus of Middlebury’s assessment efforts in the last few years has been on undergraduate student learning, we have nonetheless made progress in assessment at our other programs as well. At the Middlebury Institute, some programs have well-developed assessment practices, with examples of direct assessment; others are at the initial stages of developing assessment strategies. Incorporation of the Institute into a Middlebury-wide culture of assessment is just beginning. Through the use of information shared on the program-specific webpages described above, AIR is beginning to work with faculty to identify meaningful assessment projects to demonstrate that MIIS graduate students are “profession ready.” As a baseline indicator of the effectiveness of MIIS programs, we have relied on results from the 2012 alumni survey. Institute alumni were asked to rate the value of a variety of MIIS-relevant skills and capacities, and to indicate the degree to which MIIS contributed to their development of those skills. Alumni reported that MIIS prepared them well on a number of valued professional skills, especially those that are closely tied to the Institute’s mission (e.g., working with people from different cultural backgrounds; demonstrating intercultural competence), as summarized in the table below.

Skills and Capacities Averages for Value Today and Learned at MIIS for Institute Alumni, 2012

Skills and Capacities	Value Today	Learned at MIIS
Work with people from different cultural backgrounds	4.5	4.4
Demonstrate intercultural competence	4.4	4.2
Understand diverse viewpoints	4.6	4.1
Adapt to diverse experiences	4.5	4.1
Apply knowledge in a real-world context	4.7	4.0
Acquire new skills and knowledge independently	4.6	4.0
Engage in productive collaboration	4.5	4.0
Synthesize and integrate ideas and information	4.5	4.0
Communicate effectively in writing	4.8	3.9
Make an effective oral presentation	4.6	3.9
Demonstrate in-depth knowledge of a field	4.5	3.9
Function effectively as a member of a team	4.5	3.9
Demonstrate advanced competence in a second language	4.0	3.9
Impart knowledge and skills to others	4.4	3.8
Analyze and interpret data	4.3	3.8
Formulate creative/innovative ideas and solutions	4.4	3.7
Provide leadership in team or organizational settings	4.4	3.7
Negotiate and build consensus	4.2	3.7
Identify and articulate problems within various kinds of complex systems	4.3	3.6
Manage resources, projects and people	4.4	3.4
Use professionally appropriate technological tools	4.4	3.4
Develop and execute a career strategy	4.1	3.1

5-point scale

Given the Institute’s focus on preparing innovative professionals to provide leadership in cross-cultural, multilingual environments, faculty from both graduate schools (Translation, Interpretation, and Language Education, and International Policy and Management) continue to develop a set of courses that supplement language learning with intercultural competence (ICC). These courses have been offered since spring 2013. In spring 2014, questions designed to assess the impact of the ICC courses on student development were added to the graduating student survey. Students were first asked to rate a series of four competencies with respect to their perceived level of confidence, and then the degree to which their education contributed to the development of the specific knowledge or capacity.

The results are summarized below: the first column lists the averages for all graduates, regardless of program or number of ICC courses completed; subsequent columns list the averages by the number of ICC courses completed.

Intercultural Competence Averages for Learned at MIIS and Confidence Level,
by Number of Intercultural Courses Completed

To what degree did the Monterey Institute contribute to your development in the following skills and behaviors?

Averages are based on a 5-point scale (5=Strongly agree, 1=Strongly disagree)	All Respondents (n=221)	0 ICC Courses (n=178)	1 ICC Course (n=25)	2+ ICC Courses (n=18)
Apply intercultural theories to everyday interactions	3.97	3.88	4.23	4.44
Challenge my biases, prejudices, and misunderstandings about people from diverse cultures	4.04	3.97	4.19	4.50
Switch cultural frames of reference as appropriate to the context	4.00	3.95	4.19	4.28
Analyze the reasons for success and failure in multicultural interactions	4.00	3.90	4.31	4.44

Rate your agreement with the following statements. I am confident in my ability to...

Averages are based on a 5-point scale (5=Strongly agree, 1=Strongly disagree)	All Respondents (n=221)	0 ICC Courses (n=178)	1 ICC Course (n=25)	2+ ICC Courses (n=18)
Apply intercultural theories to everyday interactions	4.23	4.19	4.28	4.56
Challenge my biases, prejudices, and misunderstandings about people from diverse cultures	4.48	4.47	4.48	4.67
Switch cultural frames of reference as appropriate to the context	4.38	4.39	4.40	4.28
Analyze the reasons for success and failure in multicultural interactions	4.32	4.31	4.36	4.39

As expected, graduates who completed more ICC courses had higher “contributed to your development” averages, with increases associated with each additional course completed. Regardless of the number of ICC courses completed, the confidence level averages for the

intercultural competence questions were relatively high (4.19 to 4.67); with the averages for those who completed two or more ICC courses tending to be the highest. Based on these findings the faculty continue to work on the curriculum for these courses to further support students' competence in intercultural communications.

One noteworthy example of program-level assessment at MIIS is being developed by the International Education Management (IEM) program. As noted in Standard 4, students are required to complete a practicum, during which they must complete five projects related to work in international education management. Students submit their completed projects to the IEM faculty for evaluation. In addition, students complete a series of reflections centered on level of preparedness for undertaking each project. The IEM faculty have been reviewing and using this information to make adjustments to the curriculum, and they will continue this process of evaluation.

Moving forward, the Office of Assessment and Institutional Research will further develop the culture of assessment at the Institute by actively facilitating faculty discussions regarding the program-specific information provided on the webpages. In addition, we will prompt faculty to identify program-specific questions to include on the exit and one-year out surveys.

Language Schools

Assessment of student learning for the graduate-level programs in the Language Schools is in the initial stages of development. Last summer, the Language Schools directors agreed upon a set of learning goals for all languages (see Appendix A). As a baseline indicator of the effectiveness of Language Schools programs, we are using the results of the “value today” and “contributed to development” ratings provided on the 2012 alumni survey. Alumni of the graduate-level programs in the Language Schools indicate that their program prepared them very well on a number of valued language and culture capacities, as summarized in the table below.

Skills and Capacities Averages for Value Today and Learned at Language Schools for Language Schools Alumni, 2012

Skills and Capacities	Value Today	Learned at Language Schools
Communicate effectively in foreign language	4.8	4.8
Comprehend/listen effectively foreign language	4.8	4.7
Read effectively in foreign language	4.7	4.7
Write effectively in foreign language	4.6	4.7
Acquire new skills and knowledge on own	4.7	4.4
Develop intercultural competency	4.7	4.3
Gain in-depth knowledge of a field	4.6	4.3
Relate well to people of different race, nations, & religions	4.8	4.2
Place current problems in historical/ cultural/ philosophical perspective	4.5	4.1
Develop awareness of social problems	4.4	3.7

5-point scale

The Office of Assessment and Institutional Research (AIR) has been working closely with the director of the recently created master's degree program in the teaching of Hebrew as a second language. This program includes a series of hybrid videoconference and face-to-face courses in addition to the traditional summer residential immersion courses. Tracking students' responses to the hybrid courses is critical to understanding the effectiveness of this model and to maintaining the integrity of this program in relation to the Language Schools programs overall. The responses to the survey indicate extremely high levels of satisfaction with every facet of the program. Eighty-three percent of the responding students indicated that this program was their first experience taking a hybrid course, and when asked to rate their satisfaction "with the education" they received through the courses, all of the respondents chose the highest satisfaction rating, "very satisfied." Additionally, students reported a strong sense of community across the various formats of their program. As the program continues, and a new cohort of students begins the program, we will continue to assess students' experiences.

Moving forward, the Office of Assessment and Institutional Research will work with the Language Schools directors to establish a broader strategy for conducting assessment of student learning.

Schools Abroad

We have established a strong assessment program for the Middlebury Schools Abroad. For the past three years, we have been collecting longitudinal data assessing linguistic development at all our sites. And beginning last year, we also have instituted a longitudinal assessment of students' cultural competence at all of our sites. Using this information we have been able to work with directors to further develop targeted programming to address the abilities of their students and to attempt to maximize the learning experience for students who study abroad for a single term.

Below are examples of the linguistic assessment work we are doing at two of our Schools. At our programs in France we are using a standardized measure of French proficiency, the *test de connaissance du francais* (TCF). In Germany, we have created a writing portfolio assessment using the software Markin. In each case we have analyzed the results by duration of the students' study abroad stay. We have also compared the levels of performance of Middlebury College students to the performance of those students who attend our Schools Abroad from other undergraduate institutions.

The Middlebury School in France has been administering the TCF since 2008. The test assesses four aspects of linguistic development: oral comprehension, language structures, written comprehension, and oral expression. We have used the results to guide advising and programming. For example, students in the 2013-14 cohort attending the program in Bordeaux had significantly higher comprehension scores than prior cohorts, but had lower expression scores than prior cohorts. Having this information increased the awareness of the directors and staff of the potential difficulties students may have adjusting to the new environment.

Our assessment efforts are also focusing on demonstrating the development of linguistic ability. According to the TCF results, students attending the Middlebury programs in France demonstrate significant improvement in all aspects of linguistic ability. This is true for students

at both Paris and Bordeaux, and for students who studied for a single term and those who studied for the full academic year. The students in Bordeaux showed particularly strong improvements in linguistic ability among full-year students; we are investigating what might account for this.

For our programs in Germany we are developing a portfolio project focused on the development of writing abilities (in German) through the duration of the study abroad program. Using Markin – software designed to support instructor marking and annotating of submitted writings – tutors review drafts of students’ written work. Similar to data collected in France, these data are serving two purposes: to provide immediate feedback to students and to support longitudinal analysis of writing abilities. In addition, we are communicating to the writing tutors the patterns of specific grammar, logic, syntax, spelling, and idiomatic expression errors students are making. Using this information, tutors are able to design more targeted feedback sessions. We intend to use data collected from writing samples over the course of the program to predict the types of errors students are likely to make as their writing ability develops. Understanding these patterns will allow the tutors to instruct students to undertake more complex linguistic structures.

In addition to the assessment of linguistic ability, we are currently engaged in a pilot project focused on the effect of Middlebury’s study abroad programs on the development of students’ intercultural competence. In 2013-14, we requested that students attending our programs in six countries (a total of 14 sites) complete the Intercultural Development Inventory (IDI), a cross-culturally valid assessment tool designed to assess an individual’s capacity to shift cultural perspective and appropriately adapt his/her behavior to cultural differences and commonalities. The focus of this project is to identify a student’s stage of development from the beginning of the program. Based on this information we are working towards identifying cross-cultural goals for our programs and then we will implement programming or supportive activities to help students achieve those cross-cultural awareness goals during their time abroad.

Results from the 2013-14 IDI assessments showed that a third of students attending Middlebury Schools Abroad programs are demonstrating significant change in their stage of cross-cultural development, a third had no change in their orientation, and a third indicated a regression in their orientation. In order to better understand the implications of these results, the pilot project was extended to all programs in 2014-15, and analyses of those results are underway.

In addition to the assessment of student learning practices we have initiated an external review process for our abroad programs. Through the Forum on Education Abroad, programs complete a Quality Improvement (QUIP) review following the forum’s Standards of Good Practice for Education Abroad. The QUIP review evaluates programs on a set of nine standards central to abroad programs, from mission and goals to student learning, academic framework, and advising, among others. The review follows a fairly standard process, beginning with a self study that is completed by the School director and the International Programs and Off-Campus Study (IPOCS) staff. The self study is provided to the external review team in advance of its visit. The review team visits both the abroad program site and the IPOCS office on Middlebury’s campus. Following the report submitted by the review team, the Forum determines whether the program is recognized as meeting the Standards of Good Practice. Our plan is to have one of our programs complete a QUIP review every other year. Currently, both of our programs that have

completed the QUIP review – France (2013) and Italy (2015) – have achieved recognition for meeting the Standards of Good Practice.

Moving forward we will maintain the strong program of assessment we have established in the Schools Abroad. As we build larger datasets of scores on linguistic assessments, we will conduct higher level analyses in an effort to identify additional contributions to patterns of growth in linguistic abilities, such as, the impact of internships or volunteer work on linguistic development. We will also begin to develop a set of best practices to continue to support the development of students’ cultural competence.

Bread Loaf School of English

Similar to the Language Schools programs, assessment of student learning for the Bread Loaf School of English is in the initial stages of development. Last summer, the program underwent an external review. The results of the 2012 alumni survey were incorporated into the self study. In addition, to further development of general skills in writing and oral communication, Bread Loaf alumni report strong learning in the areas most closely associated with the Bread Loaf mission, namely skills related to the knowledge and interpretation of literary texts and they place great value on that learning (see table below).

Skills and Capacities Averages for Value Today and Learned at Bread Loaf for Bread Loaf Alumni, 2012

Skills and Capacities	Value Today	Learned at BLSE
Interpret texts effectively	4.9	4.8
Gain a broad knowledge of British, American, and world literatures	4.6	4.7
Write persuasively	4.9	4.5
Create complex and original arguments	4.8	4.5
Appreciate the cultural importance of literature	4.6	4.4
Gain an in-depth knowledge of a field (literary, creative, pedagogical)	4.6	4.4
Communicate well orally	4.9	4.2
Take a leadership position in your school or community	4.1	3.6
Navigate the diverse demands of a global era	4.1	3.2

Moving forward, we will establish a strategy for conducting more direct assessment of student learning projects with the director of the Bread Loaf School of English.

School of the Environment

Last summer was the inaugural year for the School of the Environment and a longitudinal assessment plan was designed to evaluate the program’s effectiveness at achieving its stated goals. During the first summer the program completed two direct assessment projects: assessing students’ understanding of how environmental policy needs address the whole of a system; and assessing an individual’s ability to effectively communicate a message.

The first assessment project is currently undergoing evaluation by an expert in the field who is serving as an independent rater of student responses. Once the scoring is complete we will compare the scores assigned to the initial and final responses to the prompt.

The second project focused on elements of students’ oral communication abilities. Using a pre-/post-design, students’ initial and final presentations were evaluated on nine different dimensions: eye contact, volume, diction, posture, filler, confidence, body language, intonation, and speed; each scored on a scale of 1 to 4. The results indicate that students made significant improvement on all nine dimensions during the course of the program (see table below).

School of the Environment Students’ Oral Communication Abilities Assessment, 2014
Pre- and Post-Program Oral Communication Skills

Dimension	Pre Average	Post Average	Change
Filler Words	2.8	3.8	1.0
Posture	2.7	3.6	0.9
Speed	2.7	3.6	0.9
Diction	2.5	3.4	0.9
Eye contact	2.4	3.3	0.9
Intonation	2.8	3.6	0.8
Volume	3.2	3.9	0.7
Confidence	2.9	3.6	0.7
Body Language	2.5	3.1	0.6
<i>Total Composite Score</i>	<i>24.3</i>	<i>31.8</i>	<i>7.5</i>

The Office of Assessment and Institutional Research will continue to work with the director of the School of the Environment to develop a strong assessment program. The results of the assessment will be used to make changes to the program; the effectiveness of which will also be evaluated.

Summary

Middlebury has experimented with a wide variety of assessment models across diverse programs in the course of the last four years. The needs, resources, and expertise relative to assessment vary widely from program to program, but in each instance, we have been able to make progress in laying the groundwork for and conducting assessments of the learning taking place in these programs. Every project has contributed to building an institutional culture of assessment. As we expand on these efforts, we look to take advantage of greater coordination and integration across programs. This will allow us to generalize the lessons learned and inspire new progress in documenting the learning that takes place in all of Middlebury’s programs and locations.

Plans

In light of the presidential transition at Middlebury, our plans for the next decade are presently being formulated. We will be undertaking a strategic planning process that will likely begin in earnest in fall 2016. We have already begun to lay the groundwork for this process, with the leaders of the institution currently engaged in a discussion of our institutional strengths and weaknesses, as well as the external opportunities and threats that we must consider as we plan for the future. During the coming academic year, we will engage the Middlebury community in an institution-wide conversation about who we are and how Middlebury can uniquely lead in the future. The themes, issues, and ideas that emerge from this conversation will form the foundation of a more formal strategic planning process to begin in fall 2016.

We also will be continuing to work on a number of issues that have preoccupied us in the years since the 2011 comprehensive evaluation. While we have made significant changes to our governance structures, there is still much work to be done. We are just completing the first year of the new Board structure; there will likely be a need to make small adjustments in the coming year as we assess the degree to which these new structures has achieved the desired goals. In addition, efforts to fully articulate and rationalize our faculty governance processes and structures throughout the institution will continue for at least the coming year and likely beyond. This work involves the faculty of all of Middlebury's programs, and will address not only the governance structures and processes within each program, but also the possibility of joint governance efforts across the faculties of Middlebury.

Building on a number of successful efforts in various parts of the institution, we will continue to explore how digital technologies can enhance student learning and facilitate connections with the world beyond our programs. In early 2015, Middlebury launched its first (non-credit) large-scale online course for an audience of Middlebury alumni, parents, and friends. A primary goal of this project was to gain a greater understanding of whether and how we might successfully deliver a Middlebury-quality learning experience to individuals beyond our campuses. We are reviewing the results of this effort, along with other digital learning experiments taking place throughout the institution. Middlebury has just hired an associate provost for digital learning who will be responsible for providing strategic vision and leadership to position Middlebury as a leading innovator in the use of digital pedagogies and technologies to enhance learning and build connections among the students, faculty, staff, alumni, and friends of Middlebury.

As referenced in Standard 9, we are also continuing to address issues of financial sustainability. Our commitment to financial aid and our plans to maintain and build upon our excellent programs require continued attention to the responsible use of our resources. To this end, new systems for budget reporting are being implemented that will help us to better understand the expenses and revenues associated with each Middlebury program and location. Moreover, to support the responsible allocation of our human resources, we are working on a project that will allow us to use and manage staffing data to build stronger workforce planning capabilities. We expect that these efforts, along with the more regular inclusion of faculty perspectives in our resource discussions (via the new Resources Committee of the College faculty referenced in Standard 5), will allow us to continue to use our institutional assets effectively as Middlebury enters its next era.