

To: HMC Students, Faculty and Staff
Date: June 14, 2023
From: Maria Klawe, President
Subject: Response to DSA External Review Report

Dear Students, Faculty and Staff,

BACKGROUND

As members of our community may be aware, in late 2022 I commissioned an independent external review of the Division of Student Affairs (DSA) to address concerns shared with me by several members of the HMC community. The purpose of the review was to help ensure that the DSA programs and services are ready and able to meet the needs of an ever-changing student body, particularly following our return to in-person instruction. The process included an internal self-study prepared by DSA staff, an external review, and an opportunity for community members to provide confidential feedback via email. The external reviewers, composed of three student affairs professionals, came to campus for a three-day site visit to meet with constituents to gather feedback and ultimately to share their findings in a report back to HMC.

The DSA self-study is not described in detail here, but it provided background information, data and observations by DSA staff that was very useful to the reviewers and me in assessing the current status of DSA programs and services. The DSA self-study is being shared with our community, along with the report from the external review team, and this response. The external review report and email feedback are discussed in more detail below.

I both acknowledge and appreciate the efforts of the reviewers. I also want to thank the DSA team members, faculty, staff and students, who participated in this review by providing feedback during the site visit and/or via emails. In particular, I commend your openness in sharing constructive feedback and ideas for the future.

RESPONSE TO THE EXTERNAL REVIEW

As I read the report prepared by the external reviewers and considered their recommendations, I thought it would be useful to share some additional context with our community. The report starts with three themes that emerged during the review process:

Theme #1: Culture of respect and cross-institutional relationships with DSA

As part of this theme, the reviewers recommend that the Vice President for Student Affairs (VPSA) position have monthly one-on-one meetings with Cabinet peers to establish stronger relationships that would foster a constant flow of direct feedback. The President's Cabinet, which includes the VPSA position, meets weekly to share information, ideas, and feedback. Although it was not noted in the external review, the previous VPSA held one-on-one meetings with several Cabinet members regularly. Expanding the list of Cabinet members to meet with regularly is worth considering. The reviewer's suggestion for a 360-performance review is one possible approach for obtaining feedback from various community members.

Theme #2: The one-person office staffing model

The report talks about appropriate staffing levels and recommends against having offices with only one staff member. The College works diligently to provide the best possible programs within resource constraints. A unique aspect of Mudd that was not included in the report is that we are part of The Claremont Colleges Services (TCCS). A critical advantage of being part of this consortium is access to TCCS resources that standalone colleges may not have. As such, having a “one-person office” at one of The Claremont Colleges does not necessarily present the same challenges it may present at standalone institutions. We are fortunate to have many examples of consortial support that are highlighted in the Departmental Assessments and Recommendations section below.

Theme #3-DSA strategic planning and communication (both within the division and across the College).

The report highlights the importance of DSA strategic planning and communication within and across the College. I acknowledge and support the recommendation for enhanced communication and divisional strategic planning efforts in coordination with College-wide planning efforts.

DEPARTMENTAL ASSESSMENTS AND RECOMMENDATIONS

Additionally, the external review report mentions specific DSA department assessments and recommendations.

- For the **division’s general office**, the reviewers suggested that “the leadership for the division could be strengthened by relocating the Assistant Vice President’s (AVP) office to the suite with the VPSA and Executive Assistant (EA). Additionally, it will benefit the VPSA, AVP, and EA collectively to have weekly meetings and maintain a clear understanding of the climate within the division to have a united front in addressing concerns.”

These recommendations will be considered by DSA and College leadership.

- The report recommended increasing staffing in the **Office of Housing and Residential Life** and made recommendations on methods to compensate students.

These recommendations will be considered by DSA and College leadership. The College has many student jobs that are compensated as hourly non-exempt employees. Our student proctor role is different from student jobs because of its student leadership role. Proctors receive discounted room and board in compliance with applicable laws and regulations and in line with practices by peer institutions.

- The report recommended more frequent communication between the **Office of Academic Resources and Student Success** and the Dean of the Faculty. It also suggests effectiveness could be improved by increasing the staff FTE.

These recommendations will be considered by DSA and College leadership.

- The report recommended increased staffing in the **Office of Accessible Education (OAE)** to better serve students.

The recommendation will be considered by DSA and College leadership. In addition to our own staff, the College contributes funding each year for accessibility resources through the consortium's Student Disability Resource Center (SDRC), administered by The Claremont Colleges Services. The SDRC offers test proctoring services, assistive technology, training, and accommodation support, which is not mentioned in the report as an additional resource.

The report mentions the importance of staffing the OAE since the Coordinator for Student Accessibility Services is taking a planned leave in summer/fall 2023. Recently DSA has partnered with the Office of the Dean of the Faculty and the Business Affairs Office to put in motion a plan to provide the support that is needed during the planned leave period.

- The external report gave three recommendations about the **Office of Institutional Diversity (OID) and Title IX**.

First, the report recommended the Title IX function have a distinct FTE role.

The recommendation will be considered by DSA and College leadership. For additional context, in addition to HMC staff, the College contributes annual funding to dedicated resources at the TCCS to provide Title IX services, including administration of the TCC shared Title IX policy and investigation of cross-campus complaints. Having access to the consortium resources is an important part of our structure, particularly in cases involving community members from different campuses. The College also has a cross-trained Title IX team of staff, both from DSA and other HMC departments, who are trained and have experience conducting Title IX investigations.

Secondly, the report recommended that OID immediately hire for a diversity position.

The recommendation will be considered, taking into account the full consortial context, by DSA and College leadership. Due to operational challenges caused by the COVID-19 pandemic, the College temporarily froze hiring from March 2020 through May 2021. However, since then, the College has reopened hiring for strategic positions. In addition to OID's programming, there are many resources available throughout the consortium to support students from underrepresented groups. There are various affinity groups and clubs throughout The Claremont Colleges. Furthermore, HMC contributes annual funding to consortium-wide resources such as the Office of Black Student Affairs, Chicano/Latino Student Affairs, Office of the Chaplains, Queer Resource Center,

Student Disability Resource Center, and other intercollegiate services. The external review report does not consider our unique consortium structure that allows DSA staff to have access to their counterparts doing similar work at the other Claremont colleges. The VP/Dean of Students positions for all The Claremont Colleges meet regularly to discuss shared programs and services, address common issues, and share best practices.

Third, the report recommended creating a new diversity position that focuses on employee needs.

This recommendation will be considered by DSA and College leadership.

- The report recommended creating a new executive board position in the **Office of Campus Life** in collaboration with the Associated Students of Harvey Mudd College (ASHMC).

DSA leadership will consider this recommendation in partnership with the Office of Campus Life, ASHMC, and College leadership.

- The report recommended additional training in crisis response training for the **On-Call team**.

The College will continue to prioritize staff training and work with DSA leadership to identify opportunities for enhancement. I also want to recognize and thank the On-Call team and all DSA staff for their exceptional efforts in supporting student needs during the COVID-19 pandemic.

- The report recommended that the **Office of Civic and Community Engagement** continue to serve the College and DSA missions and objectives by leveraging their institutional knowledge, relationships, and community connections to help align divisional and academic efforts.

We agree with the findings of the external review report.

- The report recommended the **Office of Health and Wellness** continue to prioritize student well-being.

We agree with the findings of the external review report. DSA and College leadership will continue partnering with Office of Health and Wellness staff, TCCS Monsour Counseling and Psychological Services, and other resources to provide vital support to our students.

- The report recommended the **Office of Career Services (OCS)** receive an operational budget. It also recommended that OCS and the Office of College Advancement partner

on potential donor relationships. A recommendation was made to review the number of FTE in OCS.

While not mentioned in the external report, OCS does receive an operating budget in addition to the opportunity to supplement their operating budget by revenue generating activities. The recommendation to augment the operating budget and to review the total number of FTE in OCS will be considered by DSA and College leadership.

In the Final Comments section, I appreciate the reviewers' acknowledgement that the College should "prioritize some immediate areas of concern while also acknowledging that some recommendations may be more challenging than others to implement."

FEEDBACK PROVIDED BY THE COMMUNITY NOT INCLUDED IN EXTERNAL REVIEW

I recognize that there were items not included in the report due to the limited time in the reviewer's three-day visit. Fortunately, the external review process included a mechanism to solicit feedback about DSA from the community via a confidential email process. This section summarizes the nature of numerous comments received via email.

- **Articulating Vision** - Some feedback focused on the need for DSA leadership to better articulate its vision to the HMC community. While the department sends a number of emails, it is not clear what items are priorities or how they align with strategic goals. Sentiments were shared about a lack of cohesion or shared vision among the DSA offices.
- **Budget and Staffing** - Resource concerns (e.g., budgeting and staffing) were raised due to increased student demand for services (e.g., diversity) and increased compliance requirements (e.g., Title IX). There was mention of challenges of the Office Career Services having a self-funded budget, which means it is expected to generate funding from event revenue rather than receiving an annual operating budget allocation. Several comments called for hiring a Director of Career Services position. Concerns were expressed about staff burnout and morale caused by putting too many roles under one individual. For example, feedback was provided on the challenges of combining the Title IX role with other significant Office of Institutional Diversity duties, given how much time is needed to support Title IX administration.
- **Collaborative Partnerships** - Concerns were raised about a lack of collaborative communication within the DSA team and lack of effective partnerships with other departments. One example was a lack of communication and collaboration with faculty regarding changes in recent years to the Summer Institute program.
- **Data Accuracy and Completeness** - Email feedback described challenges of obtaining accurate, timely and complete data from DSA departments. This has negatively impacted the workflows of multiple departments across our campus.

- **Events** - There was a request to increase DSA educational-event programming that is open to faculty and staff in addition to students. One example was a request for an ongoing series of educational speakers that bring the community together. Some events appear to be shared only with students, rather than with faculty and staff.
- **Honor Code** - Recommendations were shared to increase DSA's role in promoting and supporting the Honor Code.
- **International Student Support** - Feedback recommended additional support for international students.
- **Not Asking for Help or Using Available Resources** - Comments were made that the DSA team did not broadly collaborate with community members during the preparation of the self-study. There was a willingness to help the DSA team if they had asked for help.
- **Physical Space** - Several comments were made about DSA office space feeling siloed and not facilitating optimal communication. Welcoming spaces for students and DSA staff to collaborate were suggested.
- **Point People** - There was a recommendation to provide communication about point people in DSA departments as it was unclear who to go to for specific tasks or questions. Given there have been many newer staff and changes to DSA roles in recent years, it would be helpful to clearly communicate point people to students, faculty and staff.
- **Positive feedback** - The emails also included significant positive feedback. Comments highlighted excellent contributions by DSA team members and gratitude for their service to the College. Praise was given for successful partnerships between DSA and faculty/ staff. Many responses thanked the DSA team for their adaptability and extraordinary efforts during the COVID-19 response.
- **Response Times and Follow-Through** - Several concerns were raised about the slow response times and lack of follow-through, which caused other departments on campus to undertake additional work to compensate for a slow or inadequate response from DSA or to face delays in completing projects due to a lack of response.
- **Support for Diversity, Equity, Inclusion and Belonging** - Comments were made stating the need for bold leadership in diversity, equity, inclusion and belonging. Some feedback noted that as our student population becomes more and more diverse, services and programs are not growing at the same rate due to a lack of staffing and budget constraints.

- **Training** - Feedback recommended more well-rounded training for DSA staff, including cross-training to provide seamless coverage when individuals are out of the office. Also, requests were made for more on-call staff training and training to support neurodivergence.
- **Trust** - Concerns were raised that trust in DSA leadership was absent. Feedback described a lack of open communication, transparency, consistency, direction, effective collaborations, teamwork, constructive guidance, and follow-through. An example given was on-call responses for student medical needs that did not follow a consistent policy and procedure, thus causing confusion for impacted students.

RESPONSE TO FEEDBACK PROVIDED BY THE COMMUNITY, NOT IN EXTERNAL REPORT

Some additional information would be helpful to provide greater context to the comments mentioned above.

- Combining the Title IX role with other significant Office of Institutional Diversity duties
As discussed in the Departmental assessment and recommendation section of this document, HMC's on campus Title IX role is supplemented by TCCS resources, which include a Title IX administrator and investigator for cross-campus complaints. HMC also has a cross-trained Title IX team of staff, both from DSA and other HMC departments, who are trained and have experience conducting Title IX investigations. In addition, HMC's Human Resource Office has successfully partnered (and taken the lead) with Title IX staff in DSA when Title complaints involve employees.
- Office of Career Services budgets
As discussed in the Departmental assessment and recommendation section of this document OCS does receive an operating budget in addition to the opportunity to supplement their operating budget by revenue generating activities. The recommendation to augment the operating budget and to review the number of FTE in OCS will be considered by DSA and College leadership.
- Office of Career Services Director
The Office of Career Services has a full-time leader dedicated to providing services to our students and alumni. The office is led by an Assistant Director for Employee Relations and Recruiting who is supported by two full-time staff with position titles of Career Advisor and Educator. The Assistant Director is also supported by a part-time/temporary position with the title of Pre-Health/Medical Advisor. The number of staff FTEs is consistent with the staffing that existed under the previous Directors of Career Services. DSA leadership and Cabinet will work through improved communication to our community to clearly describe the roles of the staff in the Office of Career Services, as well as to determine if any necessary realignment in duties among the Career Services team is necessary.

CONCLUDING REMARKS AND NEXT STEPS

I want to echo the community's feedback and once again thank every member of the DSA team for their efforts to respond to the COVID-19 pandemic and for their continued work on behalf of our students. I appreciate the candid feedback from our community. The College takes this feedback very seriously.

Included in both the external review report and in the feedback provided by our community, a theme emerged about a lack of awareness of shared TCCS student resources. DSA and College leadership will consider ways in which we can improve our community's usage/awareness of TCCS student resources.

The external reviewers recommended that the report be shared with DSA leadership before disseminating the report to our community. Accordingly, I asked Tom Donnelly, dean of the faculty, and Andrew Dorantes, vice president and chief operating officer, to meet with the DSA staff on June 5, 2023, to share the results of the external review. The DSA leadership team has already begun thinking about what they can do in advance of the arrival of the interim VPSA, to be more transparent and responsive to our community.

As noted above, there are several instances above where I mentioned that recommendations will be considered by DSA and College leadership. Like others in our community, I wish these issues could be addressed more quickly. However, considering the transitions in both DSA leadership and in the presidency, the College will need time to determine next steps, an implementation plan, and a timeline to address issues raised by the review process. Once we have a roadmap for improvements, it will be shared with the community.

I appreciate your engagement as the College continues focusing on programs and services to support our amazing students.

**External Review Report
Division of Student Affairs
Harvey Mudd College
21 April 2023**

REVIEWERS

Dr. Paul Bennion, Vice President for Student Affairs & Dean of Students, The College of Idaho

Dr. Aarika Camp, Vice President of Student Affairs, Goucher College (Chair)

Dr. Kathryn Kay Coquemont, Vice President for Student Affairs & Dean of Students, Macalester College

REVIEW PROCESS

This report is the result of a three-day site visit to Harvey Mudd College (March 19-22, 2023) for the purpose of “ensur[ing] that the Harvey Mudd Division of Student Affairs programs and services are ready and able to meet the needs of an ever-changing student body,” as articulated in the divisional self-study.

This external review team was expected to: a) respond to the department/program self-study; b) summarize what the team learned during the visit; and c) generally provide recommendations that will assist the division and the College in building on the program review.

All relevant documentation and logistics for the visit were organized and supported by the Division of Student Affairs (DSA) and Office of Institutional Research and Effectiveness.

Prior to visiting campus, a concise version of the division’s self-study was shared with external reviewers. Each department within the DSA was outlined, specifically highlighting notable successes and areas for growth. The self-study was instrumental to the external review team in developing questions and identifying emergent themes, as well as to supporting and/or disputing information shared during the site visit. The self-study and feedback sessions carefully and intentionally reflected pre- and post-pandemic shifts in leadership, initiatives, and resource needs.

As shared in the external review expectations document, this report is shared initially with the VP for Student Affairs and AVP for Institutional Research and Effectiveness. The external review team suggests that once they have the chance to meet and discuss the findings with President Klawe, this report should be made available to the senior leadership within the DSA to create an action plan prior to sharing the findings with the President’s Cabinet. The external external review team further recommends that when the report is shared with the entire College (including students) it is done so with a strategic plan or aligned action items from the Division of Student Affairs.

SIGNIFICANT EMERGING THEMES

Theme #1: *Culture of respect & cross-institutional relationships with DSA*

The external review team commends the HMC community (students, faculty, staff in and out of the DSA) for providing transparent feedback and specific examples on areas of growth for DSA.

However, constituents resoundingly highlighted they had not shared direct feedback to DSA leadership, specifically the VPSA. Many shared that the VPSA was not defensive, and would be open to meeting to discuss concerns. Many of the concerns shared regarding the during the site visit were lingering and not yet shared, since the current VPSA assumed the role permanently.

Recommendations

We suggest the VPSA have monthly one-on-one meetings with cabinet peers to establish stronger relationships that would foster a constant flow of direct feedback. Additionally, cabinet members should share any ruminating feedback with the VPSA, including specific examples that need to be addressed.

The external review team was not able to meet with Human Resources to best understand the evaluation process for the College but a 360 evaluation process would also support these efforts.

Theme #2: The One-Person Office staffing model

The mission of the DSA is to “serve as co-educators supporting the mission of Harvey Mudd College while cultivating students’ life skills. DSA is intended to foster an inclusive community through collaboration and partnerships while creating innovative programs that provide leadership and developmental opportunities. DSA prepares students for their futures beyond HMC as scholars and global citizens who impact their communities in significant ways.”

However, given this mission, there are several departments that are negligently understaffed given HMC’s enrollment, student profile, and mission. The Offices of Housing and Residential Life, Accommodations/ Accessibility, Institutional Diversity, and Title IX are departments critical to the student experience with significant compliance and/or legal requirements.

According to NASPA’s (2022) [The Compass Report: Charting the Future of Student Affairs](#), 84% of employee respondents reported “the level of stress and crisis management responsiveness required of the role, which may lead to burnout” as a factor that could contribute to Student Affairs professionals leaving the field. In addition, 53% of respondents indicated that an “inadequate institutional support for addressing racism and racial inequities” as a contributor to individuals leaving the field. We share this data to highlight the immediate decrease in services provided to students should individuals in these roles depart the institution, or experience an extended leave of absence.

Recommendations

Each department is discussed within this report with recommendations, however, a critical priority is the appropriate staffing for each of these offices. The external review team highly advocates against departments staffed with one person.

Theme #3: DSA strategic planning and communication (both within the division and across the College)

It is evident that the styles of previous VPSAs and the AVP for Institutional Diversity were more aligned with institutional culture, and thus garnered more respect. There seems to be little grace or acceptance of alternative leadership styles, especially those that may be less direct and more collaborative. This observation, in part, is evidenced by a consistent message we heard throughout the site visit, exemplified in the following comment, "Mudd will extend a short period of grace and then we are unforgiving."

Much of the campus has not embraced new leadership within the DSA. Several people shared concerns with the hiring process for both the current VPSA and AVP as not being inclusive of all voices on campus.

While the mission, values, and foci of the division were shared in the self-study, repeatedly participants across campus shared they did not know the mission, foci, or strategic plan for the DSA.

Recommendations

It is imperative for the VPSA and AVP of DSA to be successful in their roles that there is a rebranding process to garner credibility and establish their own identities.

The external review team recommends that when this report is shared with the entire College (including students) to do so with an action plan addressing the recommendations in this report, which includes initiating a division-wide strategic planning process.

Throughout the fall 2023 term, the VPSA and AVP for Student Affairs should be highly visible and engaged across the whole campus, articulating the DSA strategic vision. Each role should highlight the organizational chart of the division. Once developed, both the VPSA and AVP should present the DSA strategic plan to the College's Cabinet, Faculty Senate, student groups, and various departments through such activities as townhalls and "Sit and Speak" listening sessions.

DEPARTMENT ASSESSMENTS AND RECOMMENDATIONS

Division General Office

The DSA Leadership team holds the appropriate credentials and demonstrates the requisite competencies for their roles. They also demonstrated high-level decision-making during and post-pandemic. The concerns of "lack of responsiveness" and "communication" are not a result of a lack of care or intentionality, but instead of the current roles and physical structure. While the VPSA and AVP have explicit management for the division, the Executive Assistant to the VPSA & AVP (EA) is a conduit of information and knowledge for the division and has an incredible amount of influence.

Recommendations

The leadership for the division could be strengthened by relocating the AVP's office to the suite with the VPSA and EA. Additionally, it will benefit the VPSA, AVP, and EA collectively to have weekly meetings and maintain a clear understanding of the climate within the division to have a united front in addressing concerns.

Office Housing and Residential Life

The Office of Housing and Residential Life highly engages students in the residential living experience, through a student-led housing selection process, mentors, and proctors. However, it is clear that the office is merely surviving and creating the best possible experience for students with only 1.5 full time professionals for 900 residential students. It was evident that the current staff would like to be more creative and proactive instead of reactive in addressing student needs and concerns.

Recommendations

Increasing the staffing within the Office of Housing and Residential Life is a high priority recommendation. Currently, there are not sufficient numbers of professional, qualified staff members to carry out the mission of the department. We recommend the College review and adjust staffing to meet the recent [2020 ACUHO-I Standards & Ethical Principles for College and University Housing Professionals](#) related to staffing.

Additional staffing would also support a robust on-call system.

Consideration should also be given to the current student staffing model. While traditional Resident Assistants roles and compensation may not be conducive to HMC culture, student employment without compensation is a diversity, equity, inclusive, and justice concern.

Office of Academic Resources & Student Success

The Office of Academic Resources & Student Success (OARSS) offers student-centered programs and services to encourage student development, empower students to build personal resilience, and develop strengths-based strategies to overcome barriers to success. The OARSS is a key functional unit of the DSA that directly supports the College's strategic themes of *unsurpassed excellence and diversity at all levels* and *nurturing and developing the whole person*.

It was regularly acknowledged that student "needs are wide and individualized," and that students acknowledge the staff "care for us and want us to succeed." There was specific, consistent, and positive feedback about Amy Bibbens' leadership, though her role and work could be better highlighted to faculty.

When OARSS was created in 2019, it was intended to integrate the Student Affairs and Academic Affairs functions of student academic resources. Because the work of OARSS is to serve individual students, it is difficult for this area to strategically plan, as the number of individual students who need individual support continue to grow.

Recommendations

Instituting regular meetings between Amy Bibbens's role and the Dean of the Faculty would be helpful in realizing the goal of OARSS serving as an integrative point between Student Affairs and Academic Affairs.

OARSS and its important impact on student success and collaboration with Academic Affairs would grow if FTE were increased.

Office of Accessible Education

The Office of Accessible Education focuses on providing accessibility services, academic coaching, and specialized advising and support for students with disabilities. Student Accessibility Services is a key functional unit of the DSA that directly supports the College's strategic themes of *unsurpassed excellence and diversity at all levels* and *nurturing and developing the whole person*.

It is important to note that the number of students requesting accommodations doubled within two years, reflecting the overall trend seen in higher education at large. At the same time, staffing has not increased, leading to lower capacity to serve students and meet federal regulations. Additionally, providing testing accommodations takes an enormous amount of time across all institutions of higher education, and as more students request testing accommodations, this specific function also exponentially increases.

It was regularly shared that Katie Rogers is great, particularly once an accommodation is approved, and that Academic Affairs has a strong relationship with Student Accessibility Services. However, the process of securing accommodation is lengthy because the office is staffed by only one person. Further, when accessibility issues are not resolved quickly, it disincentivizes students to continue to reach out for support.

Additionally, Katie brings meaningful expertise to the role, yet seems to have to spend a significant amount of the time proctoring tests. The staffing is also critical as Katie will take a planned leave soon, and providing accommodations are guided by significant federal regulations.

Recommendations

It is critical that FTE be increased in Student Accessibility Services to better serve students and to meet governmental expectations of timely student accommodations.

Office of Institutional Diversity & Title IX

The Office of Institutional Diversity (OID) and Title IX develop, promote, and support a welcoming environment for underrepresented students, faculty and staff in STEM by providing transformative and educational learning experiences. OID is a key functional unit of the DSA that directly supports the College's strategic themes of *unsurpassed excellence and diversity at all levels*, *nurturing and developing the whole person*, and *global engagement and informed contributions to society*. Title IX is a key functional area that directly supports the College's strategic themes of *unsurpassed excellence and diversity at all levels*, *nurturing and developing the whole person*, and *improvement of infrastructure and resources to support Harvey Mudd's commitment to excellence and building community*.

During the external review team's interviews, participants shared that "community is the real driver for students to commit here" and spoke about the importance of students feeling included and welcome as a key element of enrollment and retention. It was also noted that the DSA and the OID do a great job of getting programs and support for first-generation students up and running, although they expressed that timely communication about those first-generation programs would be appreciated. This follows overall feedback that the OID does a high volume of meaningful programs for students.

Previously, students shared they did not think the OID was a hub for them. In response to this feedback, the OID prioritized students in their programs and support. This has led to a deteriorated relationship with Academic Affairs. It was shared that faculty no longer felt they had a place to gather and they were underserved in programs and professional development. An example of this tension is demonstrated in the OID moving programs to times that meet the students' schedules, but are often outside of times faculty elect to be on campus or available for collaboration. However, it is relevant to note the majority of faculty identify as white and the increased student-centered focus of the OID has been to serve students with historically marginalized identities. It is laudable that faculty want to expand their knowledge, and many constituent groups acknowledged the need for a role that specifically supported employee professional development surrounding diversity and equity models, a focus on learning about and responding to bias, and a means to expand knowledge about inclusive pedagogy would be appreciated.

Because the OID has been on a hiring freeze, the team is unable to facilitate or support student-originated ideas like creating and advertising student drop-in hours, or provide point people in OID for different student identities, such as Black/African-American students and Black Lives At Mudd (BLAM) or SALSA Mudd and Latinx students.

Additionally, we heard many comments about the need for Title IX "to leave DSA because there is winnowed capacity." It was also shared that because Title IX is housed within Student Affairs, the action items from cases involving faculty and staff outside the DSA seem more like suggestions, than institutional expectations. From a regulatory perspective, this is highly concerning, and does not serve the College, especially those harmed students or employees.

Recommendations

It is imperative that Title IX is a distinct FTE role with the institutional power to conduct investigations and hold colleagues and students accountable for harmful actions.

It is recommended the OID be able to immediately hire for the open position. The hiring freeze for the role lowered the capacity of the department and harmed the reputation of the current team.

Institutional diversity efforts and OID's relationships across the College would benefit from creating a new position that focuses on employee needs, while allowing the current FTE to focus on student needs.

Office of Campus Life

The Office of Campus Life (OCL) oversees key student extracurricular engagement areas, including student activities (e.g., programming board, clubs and organizations, and student government), the Linde Activities Center, student leadership development, orientation, and crisis response. The OCL is anchored by steady leadership with considerable institutional memory who are generally well-regarded by students and the broader Harvey Mudd community due to their active and steady campus engagement. The OCL appears to work well with the Associated Students of Harvey Mudd College (ASHMC) leadership to address student life concerns and provide on and off-campus programs, though there does appear to be a sense that programs generally appeal to the same group(s) of students. The OCL serves an important role at HMC by providing co-curricular outlets for students, and is a key functional unit of the DSA that directly supports the College's strategic theme to *nurture and develop the whole person*.

Recommendations

The OCL and ASHMC would benefit from realizing their plan to collaborate on the creation of a new executive board position thus leveraging resources to expand the scope of campus activities and programs to meet the broader interests of students.

On-Call Team

The On-Call team consists of seven dedicated live-on DSA staff members overseen by the Office of Campus Life. The On-Call team is viewed as a “very supportive and collaborative” partner with Campus Safety, which is critical to effectively attending to student basic needs and mitigating institutional risk exposure. The On-Call team's role in supporting students during the COVID-19 pandemic is commendable. The On-Call team directly supports the DSA's focus on *wellbeing and holistic development*.

Recommendations

According to the self-study, the On-Call team is engaging in expanded training, including “case study strategizing and working through possible on-call scenarios,” which is necessary and appropriate, however there appears to be a continued desire for additional crisis response training.

Office of Civic and Community Engagement

The Office of Civic and Community Engagement (OCCE) has had consistent leadership over the years resulting in steady program development and fruitful cross-institutional partnerships. The Office, which is composed of two FTE staff and a funding-contingent graduate assistant, benefits from a close working relationship with the Office of College Advancement that has resulted in an endowed operational budget. The OCCE works to *educate and empower one another to be informed and engaged members of a community that makes meaningful contributions to society*. Further, the OCCE contributes to mission of the College's by preparing students to *assume leadership in their fields with a clear understanding of the impact of their work on society*, as well as the DSA's mission to *prepare students for their futures beyond HMC as scholars and global citizens who impact their communities in significant ways*.

Including learning outcomes and community and civic engagement study data (e.g., NSSE, CIRP, NSVLE) in the self-study (Appendix B) is commendable, but it is unclear from the information provided to what extent the OCCE's programs and services contribute to fulfilling those student learning outcomes, or serving as the basis for student responses to the survey questions.

It is also unclear to what extent the NSSE data support the footnote claim that “[t]hese responses from HMC first-years and seniors indicate that at least 75% of them cannot participate in CE work as a co-curricular activity,” though the “importance of collaborative work with academic affairs for integration of community/civic learning in courses” in order to regain and exceed 2017-18 levels is a noteworthy goal. There is evidence the OCCE strives to support faculty members interested in exploring and developing a service-learning course and the office is generally perceived as a valuable resource for faculty in this regard.

The OCCE's workshops on *Bridging the Gap between STEM and the Community*, the Homework Hotline, summer internships, student org-led initiatives, and the desire to collaborate across the campus and community to address the Carnegie Communication Engagement Elective Classification recommendations are noteworthy examples of the breadth of civic and community engagement endeavors

Recommendations

The OCCE has a key role to play in building bridges between Student Affairs and Academic partners in providing meaningful civic and community engagement opportunities for students. It is important that the OCCE continue to serve the College and DSA missions and objectives by leveraging their institutional knowledge, relationships, and community connections to help align divisional and academic efforts.

Office of Health and Wellness

The Office of Health and Wellness (OHW) *support[s] and co-educate[s] students as they strive to find and maintain their work-life balance and to provide them with the resources needed to thrive as healthy, ethical leaders serving society.* The OHW serves an indispensable role at the College by helping to support the well-being of students, thus enabling them to thrive personally, academically, and professionally. The OHW directly supports the College's strategic theme to *nurture and develop the whole person* and the DSA's focus on *wellbeing and holistic development.*

The two OHW FTE staff promote “balanced lifestyles and student success through the nine dimensions of wellness” primarily by organizing programs, seminars, and workshops in collaboration with other DSA offices. Though the offerings appear expansive and meaningful, OHW staff acknowledge experiencing a common challenge in trying to attract students and encourage prioritization of well-being, which may contribute to the “narrative” among students that Harvey Mudd does not provide adequate health support. Though the OHW staff are viewed positively by students for the one-on-one support they provide, Monsour Counseling and Psychological Services is “generally viewed negatively by students as it is hard to schedule an appointment,” which may also contribute to the narrative that there are insufficient health services. Despite this perceived shortcoming, the combination of two OHW FTE staff, 7C

Health, and Montour Counseling and Psychological Services appear to collectively provide sufficient support for Harvey Mudd's approximately 900 students.

Recommendations

Continue to build a campus culture that prioritizes student well-being concomitant with academic rigor.

Office of Career Services

The Office of Career Services (OCS) aims to prepare and empower every student and alumni to realize their full potential and help them feel prepared to cultivate a lifetime of opportunity and to create a positive impact on society. The OCS is a key functional unit of the DSA that directly supports the College's strategic themes of *focus on nurturing and developing the whole person* and *global engagement and informed contributions to society*.

During the review team's interviews, it was stated that people "love the new weekly emails coming out of Career Services" and that the OCS was incredibly effective at helping students create a strong resume.

Participants in the site visit acknowledged there is differentiated support by major (e.g. physics as compared to computer science), and that for some students, it left them feeling "like my degree is less important" at Harvey Mudd College. Repeatedly we heard how students would benefit if more resources were dedicated to ensuring equitable and meaningful support for all majors and careers, considering both the industry and their missions (e.g. employers with missions focusing on social justice/improvement as well as national laboratories and NSF research).

Further, it would also be meaningful and helpful to students if there was more capacity to support alumni connections for those already working with certain employers or in specific fields. In addition, increased communication with faculty to communicate and reinforce deadlines for post-graduate NSF and research opportunities.

Most constituents shared that one way to support recognized improvements in the OCS would be to relieve the staff from the expectation of self-funding. While career exploration across institutions does often generate revenue, the best practice is to have revenue supplement the operational budget and not drive it. The OCS Peer Consultants are a best practice in career exploration, as data shows students are more likely to seek help from their peers. Because of budget constraints, the OCS recently had to decrease student hours.

Recommendations

It is recommended that the Office of Career Services receive an operational budget to ensure critical services, resources, and programs can be provided and to allow OCS staff to focus primarily on serving students and working with faculty and alumni. It would behoove the College if the OCS and the Office of College Advancement had a strong working relationship to develop a roster of potential donors.

The total number of FTE in OCS should be reviewed to ensure equitable support for exploration, internship and research opportunities, and connections to employers and alumni, across all majors and careers.

FINAL COMMENTS

The self-study in conjunction with the on-site visit highlighted the challenges and opportunities to strengthen the Harvey Mudd College Division of Student Affairs. The conversations with students, faculty and staff exemplified the passion for the College and the desire to provide the best possible undergraduate student experience. However, the synergy that once existed across divisions and within the DSA has seemingly diminished.

These recommendations are intended to provide direction in re-establishing synergy and presence of DSA leadership, as well as enhance the student and staff experience. It is important to prioritize some immediate areas of concern while also acknowledging that some recommendations may be more challenging than others to implement due human and capital resource limitations.

While it is impossible to discover every issue based on a three-day visit, the external review team believes that the themes, findings, and recommendations in this report will assist the Vice President of Student Affairs and Presidents Klawe and Nembhard in fulfilling the mission and strategic goals for the College and Division of Student Affairs.



Student Affairs

DIVISION OF STUDENT AFFAIRS

SELF-STUDY
MARCH 2023

Table of Contents

<i>I. Introduction & Purpose</i>	2
<i>II. Division of Student Affairs Overview</i>	2
III. Division of Student Affairs Mission, Vision, and Foci	3
<i>IV. Departmental Self-Study Reports</i>	5
Division of Student Affairs (DSA) General Office	5
Office of Housing and Residential Life	6
Office of Academic Resources and Student Success	8
Office of Accessible Education (OAE)	9
Office of Title IX	10
Office of Institutional Diversity (OID)	11
International Students & Scholars (ISS)	14
Office of Study Abroad	16
The Office of Career Services (OCS)	16
Office of Civic and Community Engagement (OCCE)	19
The Office of Health and Wellness (OHW)	21
Office of Campus Life (OCL)	22
<i>V. DSA Opportunities and Challenges</i>	25
<i>V. Budget</i>	26
<i>VI. Supplemental Materials via Google Drive</i>	26

I. Introduction & Purpose

The purpose of the review for the Division of Student Affairs is to ensure that DSA programs and services are ready and able to meet the needs of an ever-changing student body. As a division committed to continuous programmatic improvement, DSA must systematically assess, acknowledge, and appropriately respond to new challenges, identify potential opportunities, and strive to enhance our programs and services.

The goals for the external review are to:

- Facilitate systematic reflection and documentation within the Division of Student Affairs on organizational performance concerning objectives, college priorities, and the DSA mission, vision, and foci;
- Provide evidence of the excellence and effectiveness of DSA's programs, activities, services, and operations for all constituents;
- Foster a contemporary understanding of HMC's students' characteristics, needs, and experiences;
- Engage in strategic thinking about DSA's plans for the future to ensure that it is positioned to provide effective and relevant services in the years to come;
- Define ways that DSA can continue to improve in the quality of its programs, services, activities, and operations (i.e. structure, staffing, and resources); and
- To develop an action plan to guide DSA continued progress toward effective and excellent performance.

II. Division of Student Affairs Overview

Harvey Mudd College (HMC) is an undergraduate college with a mission to “...*educate engineers, scientists, and mathematicians well versed in all of these areas and in the humanities and the social sciences so that they may assume leadership in their fields with a clear understanding of the impact of their work on society.*” Founded in 1955, the first class of 48 students and seven faculty arrived at HMC in 1957; the first bachelor's degree candidates graduated in 1959. In fall 2022, 94 full-time tenure track faculty at HMC offered 10 undergraduate majors in STEM fields, as well as options to design an individual program of studies or to declare an off-campus major to 906 undergraduate students from 44 states and 24 countries.

HMC in The Claremont Colleges Consortium

HMC is a member of [The Claremont Colleges](#), a consortium of five undergraduate and two graduate institutions located in Claremont, California. With 9000 students and 4000 faculty and staff, [The Claremont Colleges Services \(TCCS\)](#) (TCCS) provides shared services (e.g., library, information technology, campus safety, health services, financial and administrative services). Each of the seven institutions has its own campus, its own students, staff, and faculty, and its own distinctive mission. Undergraduate students may choose from more than 2,000 courses offered each year across the colleges, and for the last several years, 100% of graduating HMC seniors took at least one course at one of the other Claremont Colleges. The DSA also frequently partners with colleagues within the Claremont Consortium to take advantage of consortial

resources like the Queer Resource Center, the Office of Black Student Affairs, the Office of Chicano Latino Student Affairs, and Student Health Services.

Along with the other student deans of the Claremont Colleges, the HMC VP for Student Affairs and Dean of Students has partial oversight of the following Claremont Consortium services and offices: Campus Safety, Student Health and Counseling Services, the Office of the Chaplains, the Office of Black Student Affairs (OBSA), and the Office of Chicanx/o/a and Latinx/o/a Student Affairs (CLSA).

III. Division of Student Affairs Mission, Vision, and Foci

Mission: The Division of Student Affairs serves as co-educators supporting the mission of Harvey Mudd College while cultivating students' life skills. We foster an inclusive community through collaboration and partnerships while creating innovative programs that provide leadership and developmental opportunities. We prepare students for their futures beyond HMC as scholars and global citizens who impact their communities in significant ways.

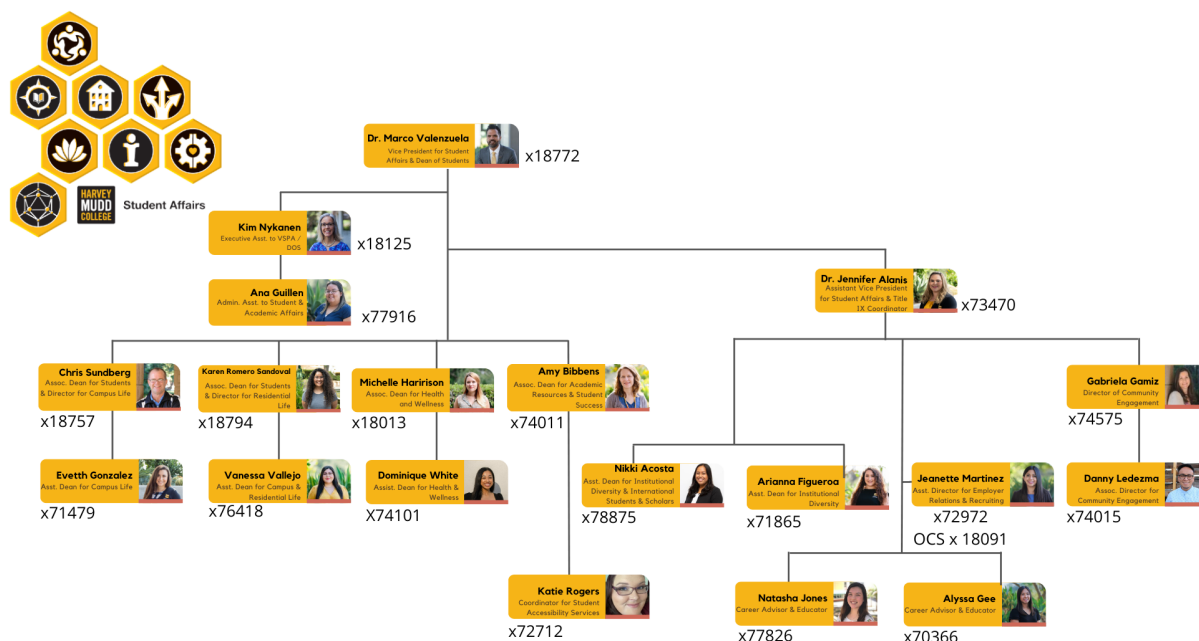
Vision: Student Affairs at HMC will be a leading voice in providing transformative student learning experiences.

Foci:

- Experiential Learning: We provide resources and opportunities for students to foster resilience, exercise accountability, and engage in the community.
- Inclusive Communities: We foster a welcoming environment by educating across identities and celebrating communities through awareness, allyship, and action.
- Leadership Development: We provide opportunities that support and increase awareness of diverse leadership styles through involvement, collaboration, and the cultivation of strengths for transformational change.
- Wellbeing and Holistic Development: We engage students to learn, understand, and practice the nine dimensions of wellness to strive for a balanced sense of self.

The Division of Student Affairs encompasses 12 units within nine departments:

- DSA General Office
- Office of Housing and Residential Life
- Office of Academic Resources and Student Success
 - Office of Accessible Education
- Title IX
- Office of Institutional Diversity
 - Office of International Students and Scholars
 - Office of Study Abroad
- Office of Career Services
- Office of Civic and Community Engagement
- Office of Health and Wellness
- Office of Campus Life



DSA staff members also have cross-departmental duties and jobs:

- **On-Call Deans:** Currently, there are 7 DSA staff who rotate being on call throughout the year. Usually, there are only 6 DSA Staff On Call. An additional staff member was added when we acquired the off-campus apartments (Arrow Vista) for isolation spaces due to COVID-19.
 - The On Call Deans are comprised of DSA staff from the following areas:
 - Housing and Residential Life (2)
 - Associate Dean of Students and Director of Residential Life
 - Assistant Dean for Campus and Residential Life
 - Health and Wellness (1)
 - Associate Dean for Health and Wellness
 - Campus Life (1)
 - Assistant Dean for Campus Life
 - Office of Institutional Diversity (1)
 - Assistant Dean for Institutional Diversity
 - Civic and Community Engagement (1)
 - Associate Director of Civic and Community Engagement
 - Career Services (1) (latest staff member to be added as an On Call Dean)
 - Career Advisor and Educator
- **Senior Staff On Call:** There are 4 DSA staff who serve as Senior Staff On Call (SSOC) as support for the On Call Deans:
 - The Senior Staff are:
 - Vice President for Student Affairs and Dean of Students
 - Assistant Vice President for Student Affairs and Title IX Coordinator
 - Associate Dean for Campus Life

- Associate Dean for Academic Success and Student Support
- **Care Team:** The Care team is a multidisciplinary group of DSA staff, counseling staff, and faculty that come together to provide support and resources to students. The Care team reviews, assesses and responds to student issues that present barriers to their personal and academic success. The Care team also responds to referrals involving individuals that may be exhibiting concerning behaviors that may be disruptive, erratic, or threatening.
 - The Care team is comprised of the following:
 - Vice President for Student Affairs and Dean of Students
 - Assistant Vice President for Student Affairs
 - Associate Dean for Health and Wellness
 - Associate Dean of Students and Director of Residential Life
 - Associate Dean for Academic Success and Student Support
 - Associate Dean for Academic Affairs
 - Assistant Dean for Academic Affairs
 - Monsour Counseling Services Counselor

IV. Departmental Self-Study Reports

Within the following section, each department within the division of student affairs will discuss its history, outline some of its notable successes and identify some of its areas of growth and challenges.

Division of Student Affairs (DSA) General Office

History of the DSA General Office

The DSA administrative support staff has changed staff members over the last eight years, but has always been a two-person operation. Upon the departure of the AVP in mid-April 2021, the Executive Assistant to the VPSA/DOS (EA-VPSA/DOS) took on significant (uncompensated) responsibilities in the following areas:

- Primary responder to the Dean of Students email address. Respond independently with accurate and timely information to students, faculty, and staff inquiries and family/parent concerns.
- Help the Alumni Parent Relations (APR) office with questions they receive from families and parents.
- Ensure student compliance to health and welfare issues:
 - Immunization compliance (all types),
 - Vaccination compliance
 - Routine/weekly testing, and detailed follow-up with overdue students
 - Manage DSA spreadsheets of student case information
 - Create a culture of accountability by communicating consistently with students through the DOS email address, answering a high volume of student emails and questions, and providing accurate and consistent answers and information

Notable Success:

- The DSA General office continues to support students, faculty, families, and staff and direct them to resources when needed.
- Calendar management and meeting organization has been smoother than in the past.

Areas of Growth and Challenges

- Recently, some staff and faculty have seen the Division of Student Affairs as non-responsive.

Office of Housing and Residential Life

History of Office of Housing and Residential Life

The Office of Housing and Residential Life (ResLife) provides daily oversight of the residential experience at Harvey Mudd College. With a 4-year residency requirement, the residential experience is a critical aspect of the college's co-curricular experience. ResLife selects, trains, and supervises the student leaders who live in the residence halls, known as Proctors and Mentors. The Proctors and the Mentors help build community within the halls, provide programming, and respond to student issues related to academic stress, roommate conflicts, and facility concerns. The Associate Dean of Students/Director of Residential Life supervises the Assistant Dean for Residential and Campus Life and the Proctors. The Assistant Dean for Residential and Campus Life supervises the Mentors (who volunteer during orientation and the academic year to provide mentorship to first-year students). The Proctors and the live-in professional On-Call Deans respond to student crises and emergencies. The On-Call Deans work in different departments in the Division of Student Affairs (DSA).

The ResLife office has two professional staff members and 50 student leaders:

- 1.5 professional positions (1 Director, .5 Assistant Dean)
- 15 proctors (junior and senior students)
- 35 mentors (sophomore, junior, and senior students)

In Fall 2021, the ResLife office opened its new office space to students. The new physical space provides a central location for students to stop by and ask questions, meet with staff members more regularly, and access the space to meet with other students. In Fall 2022, the space became accessible 24/7 so students could access the food pantry, feminine hygiene products, condoms, school supplies, coffee, and a study area. Before this physical space, the ResLife Staff members were in two different office spaces.

After assessing the experience of mentors, ResLife reduced the number of mandatory programs they had to implement during the academic year. After reducing the number of programs expected, mentors reported feeling less overwhelmed throughout the academic year. Before the 2020-2021 academic year, the mentors were required to host 12 programs, compared to the eight they have to complete now. Furthermore, mentors and proctors are required to attend training and meetings during lunchtime. This year, ResLife began to pay for their meals, which increased attendance at meetings by Mentors.

Starting in the Summer of 2022, ResLife began overseeing summer housing, formerly under Facilities and Maintenance's purview. While this was the first summer housing session that

ResLife oversaw, the process was similar to that of the academic year and housed 241 students and three summer proctors to provide crisis response, support, and programming for the summer residents.

Notable Successes

- Successfully navigated a global pandemic, adjusting processes to support limited student gatherings/interactions and implementing public health initiatives such as quarantine/isolation protocols.
- The ResLife staff team successfully brought back an in-person room draw in the Spring 2021 semester after having this event online for the previous two years due to COVID-19.
- The ResLife team saw an increase in student leader applications for the 2022-2023 academic year, with over 80 applications. In the 2019-2020 academic year, we received 74 applications.
- The amount of mentors attending weekly training has increased this semester compared to the previous four years.
- The physical space of the ResLife Office has been expanded and renovated. The office now remains accessible to all students 24/7 as a study and collaboration space.
- The ResLife office is now home to the DSA Food Pantry to help reduce food insecurity on campus. The food pantry also remains accessible to all students 24/7.
- A streamlined checkout process is a collaborative effort between Proctors, ResLife staff, and Facilities and Maintenance staff. This process has made it easier to track who has a late checkout, who has lost their key, and to note if a room is vacant or occupied.
- Managed an increase in roommate mediations and room switches. Over 20 students requested room switches in the fall semester.
- ResLife has managed all international student housing over winter breaks when international students cannot return home due to restrictive COVID-19 policies in their home countries.
- The ResLife office has successfully taken over summer housing. Summer 2022 was the first summer that the ResLife office managed summer housing for the institution; this was the second time students were allowed to remain on campus since the summer of 2019. Over 200 students remained in summer housing, an increase from previous years.
- The ResLife Staff held various residence hall town halls. The issues brought forth in those town halls were: OI's lack of staff, clarity on how to request accommodations, and registering for 7C health.

Areas of Growth:

- Assessment, we currently have minimal data.
 - We are awaiting the results of our ResLife survey. The survey asks students about their overall residence life experiences, their sense of community in the halls, and their relationship with student leadership in their halls.
 - Add student demographic questions to our assessment to determine how students of color, first-generation college students, are experiencing life on campus.
 - Add a housing question specific to first-year students to ask them about their housing placement

- Make the room draw process less intimidating and stressful for students.

Challenges:

- We currently do not have enough single occupancy rooms to meet the demand from our students. We have seen an increased demand for singles every semester, and placing students in their desired room type has become more difficult.
- The ResLife office only has 1.5 full-time staff members. It is an office with multiple large-scale events like move-in/check-out, weekly student leader meetings, summer housing, student leader hiring and training, roommate mediations, pre-placement and room draw, and much more. It can be challenging and difficult to manage this work with our current staff.
- ResLife is currently unable to compensate the Mentor student leader position financially. While Proctors receive a reduced living cost due to their role in crisis management, mentors help the office with programming and supporting first-year students in the residence halls. They serve as orientation leaders during Orientation and foster community in their residence halls but currently do not receive any financial compensation for their work. Currently, a large perk for Mentors is that they are preplaced into their rooms and do not go through Room Draw. Even though students volunteer for this position, financial compensation would help hold Mentors accountable for their duties.

Relevant Data

- [Spreadsheet](#): We receive our programming data via google form submissions (money spent, name of program, attendance, etc.)
- [Spreadsheet](#): Housing waitlist that includes details of why a student is requesting a new room
- [Document](#): Feedback via student leaders activity via training
- ResLife Survey Results

Office of Academic Resources and Student Success

History of the Office of Academic Resources and Student Success

The Office of Academic Resources, and Student Success (OARSS) was created in January 2019 when the inaugural Associate Dean of Academic Resources and Student Success (ADARSS) was hired. This position was created in response to an increased need for student academic support. Additionally, the college identified the need to integrate student affairs and academic affairs functions better and recognized the value of incorporating staff with student affairs backgrounds and training into this support structure. Before the creation of this position, academic support was provided by the Associate Dean for Academic Affairs (ADAA), a half-time faculty appointment that rotated every three years. In recent years, an additional half-time faculty appointment (Assistant Dean for Academic Affairs) was created.

Academic Resources and Student Support has one full-time professional staff member (ADARSS) who works collaboratively with the two ADAAs to support student success through academic coaching and advising, outreach to students of concern, managing the leave of absence process, and supporting students in submitting Scholarly Standing Committee petitions. The

collaboration between Student Affairs and Academic Affairs has the potential to provide more holistic support to students, recognizing the wide range of factors that can impact a student's academic progress. However, this model has had some challenges, particularly in clarifying roles and responsibilities between the ADARSS and ADAAs.

In addition to the responsibilities listed above, the ADARSS serves on the Care Team and Academic Affairs Committee and is a Senior Staff On Call Dean. The ADARSS also supervises the Accessibility Services Coordinator in the Office of Accessible Education (OAE).

The addition of the ADARSS position has increased the college's capacity for academic support. However, the increased capacity has increased the number of students seeking support. The ADARSS time is primarily spent in individual student meetings, providing short-term and ongoing support. In the AY 2021-22, the ADARSS held over 475 individual meetings with students.

Notable Successes

- Addition of ADARSS position provides increased visibility of support options and more capacity to provide student support
- Integration of Student Affairs and Academic Affairs provides a more holistic approach to student support, including consideration of the whole student experience and the variety of factors that can impact a student's academic success
- Data collection efforts to identify trends amongst students of concern
- Efforts by ADARSS to build relationships with faculty and establish trust, increasing goodwill between Student Affairs and Academic Affairs

Areas of Growth and Challenges

- Challenges with ADARSS/ADAA model; need for more clarity about roles and function
- Volume of students seeking support, both in OARSS and OAE, and limits on staff availability
- Current work mode is very reactive; goal is to move to a more proactive approach
- Limited time for strategic planning and challenges with time management due to volume of student meetings

OARSS Relevant Data

Office of Accessible Education (OAE)

History of the Office of Accessible Education

HMC's disability support services was originally housed in Academic Affairs but moved to Student Affairs in the summer of 2020 when the Office of Accessible Education was created. The move to OARSS allows for better alignment between accessibility services and academic support, with increased collaboration between these functions.

Staff turnover has been a challenge in accessibility services. In August 2020, a new Accessibility Services Coordinator was hired when the office moved to Student Affairs (the previous staff

member moved to a different role at HMC). In Fall of 2021, the Coordinator decided to leave HMC, and a new Coordinator was hired in December 2021. Thus, in three years, students had three different staff contacts in accessibility services. Some students have cited this turnover in staff as a barrier to their support structure.

The number of students actively requesting accommodations has increased significantly in recent semesters, rising from 59 students in F2020 to 115 students in F2022. It is important to note that in AY 2020-21, when HMC was fully remote, some academic accommodations were built into the online learning environment, likely resulting in fewer accommodation requests. We need to understand better why these increases are occurring and what additional support is needed for students with accessibility needs.

Notable Successes

- Integration of OAE under OARSS provides increased visibility for accessibility services, increased collaboration about student needs, and increased support across the whole student experience
- Development of systems within OAE to streamline registration and intake processes and coordination of accommodations (i.e., exam proctor request form)
- Support for faculty and students through implementation and coordination of alternative testing accommodations
- Increased support for students requesting housing accommodations through collaboration efforts with the Office of Housing and Residential Life

Areas of Growth and Challenges

- Volume of students seeking support, both in OARSS and OAE, and limits on staff availability
- Increased number of students eligible for alternative testing accommodations, leading to challenges in scheduling exams due to space constraints and staff time limitations
- Additional staffing needs for exam proctors during peak times (midterms and final exams)
- Student perceptions of dissatisfaction with OAE services and staff turnover; how do we understand the root issues, shift the narrative, and encourage students to see OAE as a partner
- Lack of awareness by some faculty about the experience of students with accessibility needs and how to provide support
- Lack of resources to support low-income students seeking evaluations for potential accessibility needs
- Increase in a number of students registered with mental health-related diagnoses and the resulting need for more support in this area

OAE Relevant Data

Office of Title IX

History of the Office of Title IX

The Office of Title IX supports the College's mission by creating and maintaining an educational and work environment free from all forms of sexual harassment, sexual discrimination, exploitation, and intimidation in which all students, faculty, and staff can learn, work, and thrive. In 2019, the Office of Title IX was restructured under the Division of Student Affairs; this move brought more stability to the office, which had seen it move three times over the past several years. The Office of Title IX also expanded its staffing structure to include four deputy coordinators and five investigators from multiple departments across the institution. Since 2019 the Title IX policy has been updated twice to comply with state and federal law.

Notable Successes

- The HMC Title IX Team has continued their ongoing training to ensure compliance using the SCI SUNY Conduct Institute platform.
- In partnership with Dr. Moya Carter- Clery Compliance Coordinator for The Claremont Colleges Services, HMC HR, and the Office of Title IX, offered a virtual Clery Campus Security Authority (CSA) and Title IX Responsible Employee training to faculty, staff, and student leaders.
- The Office of Title IX partnered with new student orientation to offer Title IX training from “Speak About It!”¹. During this 65-minute session, students watched a virtual pre-recorded performance that used real stories written by real young people to engage students in conversations about sexuality, consent, identity, communication, boundaries, healthy and unhealthy relationships, bystander intervention, and more. The Mentors lead debrief discussions after the session.
- The Office of Title IX also expanded its programming to include a Title IX professional development series for faculty and staff and a programming series for students. Continuous programming for this area had not been done in the past.
- HMC continues to hold virtual drop-in hours from Project Sister.

Areas of Growth and Challenges

- Visibility across campus
- We do not have a trained behavioral intervention threat (BIT) assessment team or bias incident reporting system at the time of this report. Seeing the need for a BIT team on campus and within the consortium. 13 HMC staff and faculty will be a part of a two-day certification in mid-March 2023.
- More time for the Title IX coordinator and team to conduct educational programming and training across campus

Relevant Data

- Currently, HMC participates in the HEDS Sexual Assault Campus Climate Survey. The survey was released to students for completion in Jan 2023.

¹ **Speak About It** is a consent education and sexual assault prevention non-profit. We partner with high schools, colleges, and communities, and use theatre and dialogue to empower students to prevent sexual violence, build healthy relationships, and create positive change in their communities.

- Additional Assessment needed

Office of Institutional Diversity (OID)

History of the Office of Institutional Diversity

The Office of Institutional Diversity develops, promotes, and supports a welcoming environment for underrepresented students, faculty, and staff in STEM by providing transformative and educational learning experiences. In the summer of 2018, OID went through significant staffing changes with the resignation of professional staff, which resulted in hiring the current assistant dean for institutional diversity. In the spring of 2019, OID was fully staffed to include an Associate and Assistant Dean. The International Students & Scholars program also began reporting out of the OID in the spring of 2019. One signature program offered through the OID is the Summer Institute program, an early move-in program for students who identify as either first-generation, low-income, or a part of a historically excluded community. The original program was only offered to up to 24 students. The program was originally six weeks long and included a class component. In 2018 it was changed to significantly impact a larger pool of students and focus on leadership development and personal and academic success. From 2020 to the present, OID has provided and staffed two student interns and six mentor positions. OID has two Assistant Deans as the former Associate Dean transitioned to the AVP role. With this transition, the OID Associate Dean role was not filled.

Notable Successes

- In the fall of 2019, the OID created a first-generation student initiative on campus (I'm A First).
- HMC was selected to participate in the First Gen Forward initiative, highlighting the programming we are doing for first-generation students through NASPA.
- Developed and implemented professional development opportunities for Staff & Faculty. Training included topics on how to support students, faculty, and staff who identify as first-generation.
- Received the STEM innovative program award from INSIGHT *into diversity*
- Created an intergroup dialogue certificate program for Fall 2020 entitled Diversity Across Difference.
- Expanded the Summer Institute program and redeveloped the curriculum.
- Created a new programming series (antiracism, power of your voice, chat and chew, common threads).
- During 2020 - 2021, we changed our programming model to be in a virtual setting with the following results.

DEI Programming 2020- 2021



- During 2021 - 2022, transitioning back to campus, we began to offer hybrid programming to our campus community.

DEI Programming 2021-2022



- In conjunction with the HMC Inclusion, Diversity, Equity, & Access (IDEA) committee, offered all incoming and current students foundational diversity training through EVER-Fi.
- Implemented partnerships with OCS- career development resources and opportunities for marginalized identities in STEM.
- Developed and implemented transfer student initiatives starting in the Spring 2022 Semester.
- Implemented organized support structures that included monthly training, updating group processes and procedures for Affinity Groups and managerial operations of the Riggs Room

Areas of Growth and Challenges

- Reinstating the Associate Dean for Institutional Diversity
 - This position provides strategic leadership, guidance, and support in developing campus policies, large-scale programs, procedures, partnership management, and works closely with the Associate Dean of Faculty in chairing the Inclusion, Diversity, Equity & Access (IDEA) committee.
- Space allocation for Affinity Groups

Relevant Data, Observations, and Feedback

- Recently, OID was approved to hire two graduate assistants for the department.
- Lack of bias incident reporting structure, policy, and oversight
- OID/ISS held over 40 programs fall 2022 semester with over 1,700 participants
- OID/ISS conducted over 215 student meetings

International Students & Scholars (ISS)

History of the International Students and Scholars

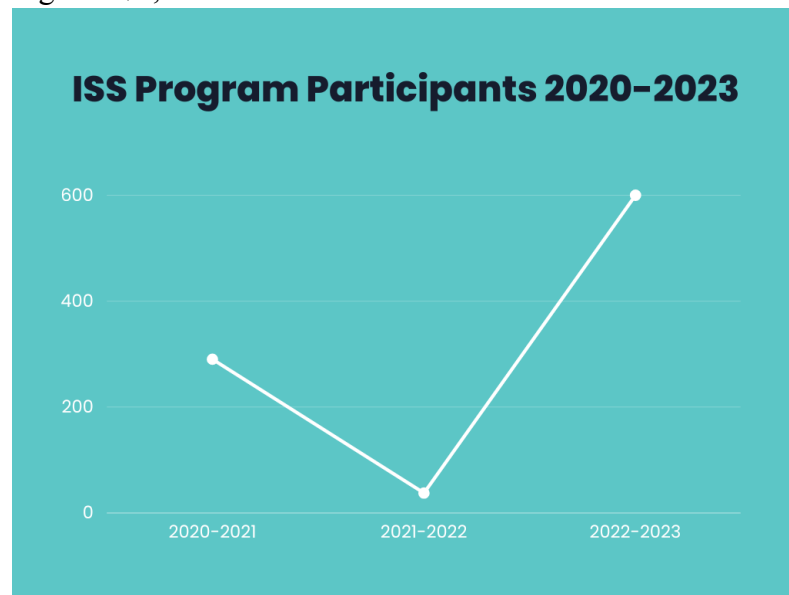
In 2019, Harvey Mudd College decided to create the International Students & Scholars program and allocate the funds previously given to the 7C International place (I-Place), to support and help the international community at Harvey Mudd College. 7C International Place was Established in 1977, the [International Place](#), often called I-Place, was located on the CMC campus and provided international students from all of the Claremont Colleges with activities, resources, and assistance with visas and other immigration issues. HMC found that our students were not engaging with the 7C I-Place and preferred to have a dedicated staff member on the HMC campus. ISS provides information and resources for international students to thrive academically, culturally, and socially. In the summer of 2022, the founding program coordinator left her position to pursue other opportunities. During this time, the position was elevated to an assistant dean position focusing on international student support and developing and implementing programming for the Office of Institutional Diversity. The Assistant Dean for the International Students and Scholars program provides advising, programming, and support for HMC's international students. In 2019, the programming of this area was also expanded to include the New International Student and Scholars Orientation (NISSO). ISS has also created and staffed two student internship positions.

Notable Successes

- In the summer of 2019, HMC created and implemented the New International Students and Scholars Orientation (NISSO) program.
- The program manager and the assistant dean of OID were able to recertify the HMC Campus with the Student and Exchange Visitor Program. This certification allows HMC to enroll international students to pursue a bachelor's degree on campus.
- At the beginning of the pandemic, the ISS program manager aided in the planning to ensure students could find housing in the US, stay on campus, or make their way back to their home country. She also ensured that all their visa documentation was submitted promptly and that HMC adhered to requirements to ensure compliance.

International Students Went Home	29
International Students Stayed in the US	18
International Students Stayed on Campus	26

- ISS also pivoted to offering virtual programs and community building for our international students.
- Increased programming for international and third-culture students on the HMC Campus on a limited budget of \$6,000.



- Held interactive programming such as cooking nights, dinners, and outings during the winter break for those international students on campus.
- Streamlined processes and procedures for adhering to visa requirements and gaining support on and off campus
- Funding to support a longer and more comprehensive New International Student and Scholars Orientation (NISSO)
- NISSO will now be mandatory for all incoming international students

Areas of Growth and Challenges

- Increased awareness and support for international and third culture students on campus.
- Increased collaboration with other campus offices to support international students.
- Increased budget for programming currently; ISS is funded out of the OID budget, with an allocation of \$6,000 a year.

Relevant Data, Observations, and Feedback

- 82 F-1 international students (9% of the student body)

- o Does not include third-culture students. Currently, third-culture students self-identify at the ISS office via email upon learning about NISSO. We have ten self-reported third-culture students who attended NISSO in 2021 and 2022.
 - o [NISSO Feedback Survey 2022](#)
- 2022 NISSO had 32 first-year international students and scholars (including third-culture students) = **13%** of incoming first-year students (238).

Office of Study Abroad

History of Study Abroad

In 2022, Harvey Mudd College moved the Office of Study Abroad from the Dean of Faculty to the Division of Student Affairs (DSA). With the lack of a transition period and digital history, the DSA staff began to meet regularly with partners on and off campus to ensure a smooth transition for the department and students interested in studying abroad.

Notable Successes

- AVP for Student Affairs and Assistant Dean of ISS ensured Fall 2022 students were able to complete their process to study abroad.
- In the Fall of 2022, the AVP and Assistant Dean of ISS created a transition manual for the department and streamlined processes and procedures.
- In the Fall of 2022, the AVP and Assistant Dean of ISS began meeting regularly with potential study abroad students, program partners, and the study abroad committee and coordinators.
- New check-in procedures for students while abroad. The deans will now meet virtually with students once a month or via email to check on their progress and remind them of upcoming deadlines.

Areas of Growth and Challenges

- Communication with the campus about study abroad opportunities, procedures, and upcoming deadlines.
- Delineated processes with other departments such as the registrar's office, student accounts, financial aid, residence life, and housing regarding study abroad procedures.
- Create assessment processes and procedures.

Relevant Data, Observations, and Feedback

- Administrative support to aid in payment processing, application submission, and working with partners and vendors. Previously the office of student accounts would help in processing payments and working with outside vendors. With the departure of the previous director, the office of student accounts no longer helps with processing payments and reimbursements to students.
- Additional funding to secure a virtual application platform.

Office of Career Services (OCS)

History of the Office of Career Services

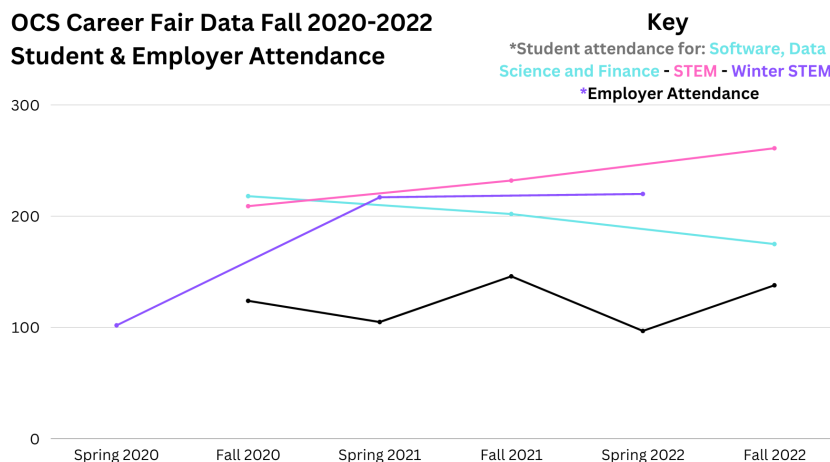
The OCS team was made up of three team members: a Director, Associate Director, and Program Manager. In the summer of 2021, the Office of Career Services underwent significant staffing changes. The previous Director and Associate Director left the institution to pursue careers outside of higher education. The Program Manager was assigned to delegate the tasks of employer relations and career counseling tasks until new staff was hired. With the departure of those staff members, OCS restructured and hired two career advisors and educators. The previous Coordinator for Employer Relations was promoted to the current Assistant Director of Employer Relations and Recruiting. OCS also began reporting to the Assistant Vice President for Student Affairs. OCS is also the only self-funded/revenue-generating department in the Division of Student Affairs and in the Claremont College consortium. Due to the pressure of bringing in revenue, the HMC OCS staff is limited to what employers can be invited to events. For example, alumni start-up companies and non-profit organizations are limited with funds and cannot attend our events because they can not pay HMC's registration fees. OCS' budget allocation has stayed the same despite the effects of the COVID-19 pandemic. It would be helpful to decrease the revenue goal so that OCS could invite organizations that do not have the allocated funds for these engagement events.

OCS has increased its career fair offerings since 2015 and hosted two fairs during the fall 2022 semester and two in the spring 2023 semester. OCS has also increased its programmatic areas to include new career series and niche career events for employers to meet with our students. OCS also began using the Handshake platform to allow Mudders to engage with employers virtually.

Notable Successes

- One of OCS's areas of success is individual advising with Career Advisors. With the addition of career advisors and educators, appointments have increased since the fall of 2021. They completed 264 appointments in the Fall of 2021, 206 in the Spring of 2022, and 375 in the Fall of 2022. About 200 students have scheduled more than one appointment with OCS in the past three semesters, showing trust and comfort with the advisors.
- Another resource supporting OCS's success is having student staff called "Peer Consultants" trained in foundational career development topics: resume and cover letter feedback and job/internship search strategies. They assist with drop-in resume-review events, mock technical interview appointments, and employer event support and lead their educational workshops.
- Two Social Media Student Assistants were added to the student staff to increase OCS marketing efforts and visibility on social media. As a result of their support, we have seen an increase in attendance at our events and appointment requests this past semester.
- Employed marketing strategies include:
 - A weekly newsletter that is sent out to all current Mudders containing information about relevant resources, upcoming events (in and outside of Mudd), job/internship/research opportunities, and graduate programs;

- o Increased physical marketing, including tabling in front of and inside Mudd's dining hall, and creating and distributing promotional materials (which have received very positive feedback).
- Events have also been a great area of success for OCS.
 - o In addition to hosting four career fairs during the academic year, OCS also hosts individual employer events, collaborative events with other HMC departments, and internal events lead by OCS staff. In the spring of 2020, due to the COVID-19, OCS moved towards hosting virtual career fairs. By hosting virtual career fairs, we have joined with CalTech to partner and entice employers to participate due to this enhanced collaboration. The virtual career fairs have allowed us to increase participation from employers to host in-person events on campus. We created new partnerships with employers such as Google, META, Jane Street, Bloomberg, Tesla, and George Fisher.
 - OCS has created three separate industry nights focusing on engineering, computer science & math, and the sciences. The industry night events were created to address concerns from faculty and students who wanted to see a diverse population of employers on campus. To meet our revenue goals, a fee was attached to the networking events, and we have a limit on who can attend because of the fees employers can provide.



- o Last fall, OCS began a new career-focused and professional development series called Grub Club. Grub Club consists of weekly lunch sessions that connect students with various alumni and DSA staff members from their respective departments. There were 8 Grub Club sessions held throughout the fall 2022 semester with topics focused on the NACE Career Competencies, Communication, Career Development, Professionalism, and Teamwork.
- o OCS completed 43 events last fall with 854 participants:
 - 32.5% of these events were created and implemented by OCS, the most popular being Resumania.
 - Resumania is where students drop in the day before a career fair for a resume review and career fair prep. OCS held 2 Resumania events last fall and worked with 41 students.

- 25.5% were collaborative events with various departments across HMC; departments included Alumni Parent Relations, OID, and Student Life. Employer partners in the industry hosted 42% of our collaborative events.

Areas of Growth and Challenges

- Faculty and students have expressed that they would like OCS to diversify the different types of employers invited to campus for career fairs and other OCS events.

Relevant Data, Observations, and Feedback

- 2022 Senior Survey in [appendices folder](#)
- Increased partnership with our International Students and Scholars office and intentional OCS programming for international students
- Increased employer outreach and communication efforts beyond a single team member;
 - This can be achieved with a Career Advisor splitting time to support the Assistant Director of Employer Relations further. This would address the bandwidth concerns and challenges identified in the senior survey of having only one individual working on employer relations.
- The Office of Career Services is projected to raise over \$100,000. However, that has limited the opportunities to invite start-up companies, non-profit organizations, and social justice organizations because they cannot meet our registration fee requirements.
 - For example, the LA City, Peace Corps, and various start-up companies have requested fee waivers to attend our career fairs. Still, we are denying the fee waiver because of the revenue-generating aspect. We have given discounts to these organizations because we would like our students to have the ability to network with these recruiters, but we can only grant so much.
 - This year, we will be granted the fee waiver to the LA City Dept of Personnel in exchange for an in-person skill-building workshop on campus. However, we can only grant so many until it negatively impacts revenue.

Relevant Data

Office of Civic and Community Engagement (OCCE)

History of the Office of Civic and Community Engagement

In February 2012, under the leadership and guidance of then Vice-President of Student Affairs, Harvey Mudd College (HMC) submitted a grant proposal to the Ralph M. Parsons Foundation with the overall goal of starting a new initiative in community engagement for students and faculty. The proposal outlined the financial need to hire a community engagement director and funding to support faculty community engagement (CE) fellows - for course redesign or a new course/project.

In October 2012, HMC was awarded \$150,000 from the Parsons Foundation for two years (Jan. 2013 - Dec. 2014). In January 2013, HMC hired a director of community engagement and established the Office of Community Engagement (OCE). To help support this new initiative, HMC committed to supporting a second position; in August 2013, it hired a Homework Hotline Coordinator. This support position has been reevaluated periodically to meet the changing needs of OCE, DSA, and HMC (see [Appendix A](#)). This support position was soft funded (foundation, annual giving) until spring 2022 when it was institutionalized and fully funded by HMC. HMC

funds the director and associate director, and the graduate assistant position is funded when possible.

In September 2022, the mission and learning outcomes were revised for the first time as the office institutionalized civic learning and engagement as a branch of social impact. As a result, OCE became the Office of Civic and Community Engagement (OCCE) with a mission to *work collectively with our campus and the broader community to educate and empower one another to be informed and engaged members of a community that makes meaningful contributions to society*; and its learning outcomes were revised. See [Appendix B](#) for OCCE's learning outcomes.

Notable Successes

- OCCE works alongside faculty who want to develop a service-learning course; and oversees the Community Engagement Faculty Fellowship (soft-funding ended in the Summer of 2019) to support faculty in developing new service-learning courses/projects.
- OCCE manages the logistical components of making a community partnership possible. Faculty report that logistical support from OCCE allows them to focus on course content and pedagogical methodologies that more successfully integrate community engagement within class activities and assignments.
- OCCE offered professional development (PD) opportunities, such as covering the cost of attending conferences, bringing facilitators to run workshops and one-on-one sessions with faculty, and/or offering a co-designed workshop series for faculty interested in integrating experiential learning into their courses.
- Consistent financial, logistical, and professional development support from OCCE increased the number of faculty teaching community-based learning courses, facilitating co-curricular projects, collaborating with the community on grants, and sharing their work in professional journals or conferences. See Graph 1, [Appendix B](#), for data related to this pillar.
- OCCE grew the student summer internship funding into an educational, impactful program.
- OCCE hosted workshops on “Bridging the Gap between STEM and Community.” These workshops are meant to provide tools for students who engage with the community at any level and a connection between STEM and community-based initiatives.
- OCCE manages Homework Hotline (HWHL), a free tutoring service for students in grades 4-12. The program employs about 40 HMC students each semester via regular campus wages and work-study positions. HMC tutors indicate an increase in their problem-solving abilities, as well as an increase in their ability and comfort in communicating complex topics to others. Since inception, about or over 90% of student tutors return each semester.
- Homework Hotline was institutionalized starting this academic year 2022-23.

Areas of Growth and Challenges

- Inviting HMC staff, faculty, and students (a cohort) to work collaboratively and strategically on addressing the recommended areas from the Carnegie Community Engagement Elective Classification. Overseeing this effort requires support with time release and/or for re-prioritizing CE/DSA duties to give this project the adequate time and attention it requires.

- Connecting OCCE initiatives with diversity, equity, and inclusion efforts; and collaborating in training efforts.
- Reconnecting with faculty and community partners. Many CE programs went dormant during the pandemic, and rebuilding existing initiatives or establishing new initiatives requires OCCE to be out in the community more or have a presence in virtual communities.

Relevant Data:

- [Appendix A](#)
- [Appendix B](#)

Office of Health and Wellness (OHW)

The History of The Office of Health and Wellness (OHW)

The Office of Health and Wellness (OHW) promotes balanced lifestyles and student success through the nine dimensions of wellness: emotional, occupational, social, intellectual, spiritual, physical, multicultural, environmental and financial. The mission of OHW is to support and co-educate students as they strive to find and maintain their work-life balance and to provide them with the resources needed to thrive as healthy, ethical leaders serving society.

OHW officially became an office in 2015; at that time, a new position was added to DSA; a Coordinator of Wellness Programs. The coordinator worked with the Associate Dean of Wellness to create programming and infrastructure for their new, two-person office. In 2016, the coordinator position title changed to Assistant Dean of Wellness. Since the office's inception in 2015, three people have been in the Associate Dean position. Most recently, in July 2022, Michelle Harrison, the original Coordinator of Wellness programs, was promoted to the role.

In addition to providing support to students one on one, OHW works collaboratively with other offices in DSA providing educational seminars and workshops that support programs such as Orientation, First Year Experience, Impact Leadership, Student Leader Training, and the Sophomore Retreat.

Notable Successes

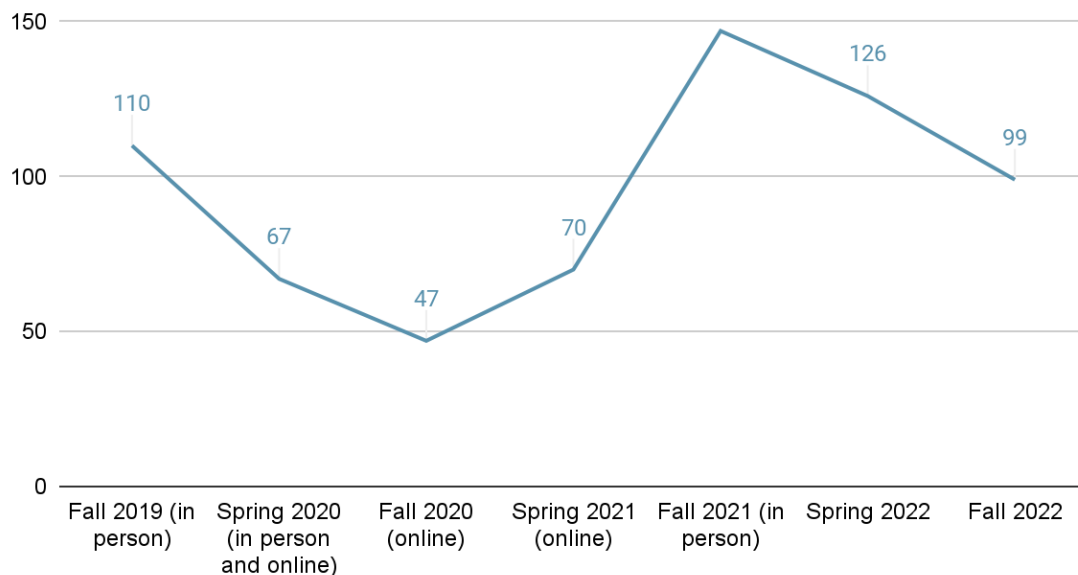
- Fall 2022 - Began offering Mental Health First Aid training to students, staff, and faculty. To date, OHW has certified 38 students and 23 staff/faculty members in Mental Health First Aid
- Creation of a wellness resource guide. An easy-to-access and understand pamphlet outlining resources available to students.
- Implementation of 'Fresh Check Day' annually since 2017. Fresh Check Day is a suicide awareness and prevention fair that destigmatizes and brings awareness to campus mental health issues and concerns.
- Project Connect launch - OHW has launched Project Connect, a five-week, student-led program that teaches students how to connect. Since the program began in the Spring of 2021, we have had 58 students go through it.
- OHW has worked to enhance communication with students via Maxient by creating templates and letters within the online system.

- Implementation of the National College Health Assessment (NCHA) bi-annually on campus.
- Creation of the [Mudders Care for Mudders](#) reporting form. An anonymous avenue through which anyone can report concerns about members of the Mudd community. This form pings members of our Care Team, who can reach out to the student in need.
- Oversight and advertisement of 7CHealth, our online resource for students' behavioral and physical health appointments. We currently have 368 HMC students registered for 7CHealth.

Relevant Data

- During Fall 2022, OHW screened 70 students for depression during National Depression Screening Day.
- Individual Support Meetings by OHW by semester may be seen below:

OHW Individual Appointments



Areas of Growth and Challenges

- It is often challenging to get students to attend events or prioritize their well-being.
- Student perception of mental health resources is another challenge our office faces. There is a narrative among the student body that the college does not have enough mental health resources and that the available resources are 'not good.'

Office of Campus Life (OCL)

History of the Office of Campus Life

The Office of Campus Life (OCL) at Harvey Mudd College seeks to nurture students' co-curricular life by providing programming and services that offer community connections that often develop into involvement and subsequent wellness that stems from a balanced sense of self.

The Office of Campus oversees the following components of Student Affairs:

- Student Activities, including the campus programming board & large student events, including parties
- Campus Recreation and The Linde Activities Center (LAC)
- New Student Orientation (NSO) and the Sophomore Retreat
- Student Government (ASHMC) Advising
- Clubs and Organizations
- Student Leadership Development
- On-Call Crisis Response Management

The OCL staffing structure includes the Associate Dean of Students and Director of Campus Life who has been at the institution for 25 years, the Assistant Dean for Campus Life who is nearing her 7th year of employment at HMC, and the collateral role of the Assistant Dean for Campus & Residential Life who serves dual appointments within OCL and Residence Life over the past year. The Dean of Campus Life originally functioned as an office of one until 2014, maintaining the many programs under the OCL umbrella by utilizing graduate assistants and student staff. This structure of student-steered endeavors remains a cornerstone of the way OCL engages the campus community and develops leaders, but in a now closer advising structure.

The student staff and leaders maintained by OCL are the following: The Linde Activities Center has four student supervisors and over 20 student staff that manage the daily functions of the facility. New Student Orientation is run by OCL staff and two student Orientation Directors who have a year-long appointment. The student programming board, the DSA Muchachos, includes 14 students of all class years and two student programming board presidents. Additionally, OCS works closely with the student government and its many student roles, including the President, Senate Chair, Treasure, Social Directors, Campus Activities Planning (off-campus events) Chairs, Club Directors, and Dorm Presidents who make up the student senate.

In 2016, The Assistant Dean of Campus Life built upon an Assistant Director role, taking on new endeavors and was part of 5 new live-on deans. Due to growing responsibilities and hoping to provide more permanence than graduate assistant support, in early 2018, OCL was approved for a part-time coordinator and later full-time collateral position between Campus Life and Residence Life. This position was later moved to Residence Life full-time due to staffing needs. Ideally, OCL would consist of 3 full-time staff or 4 staff including 2 collateral positions to support the many student groups, programs, and events that OCL staff attend weekly.

As shared, OCL staff have longevity at the institution, are flexible, and have been crucial in times of need within the division. Over the last five years, OCL staff have temporarily stepped into roles overseeing judicial, residence life, and housing and were highly involved in the College's COVID-19 response, providing students with virtual programs while away and managing social guidelines for students upon returning to campus.

Notable Successes:

Student Government (ASHMC):

- OCL staff has worked with ASHMC leadership to expand their offerings of off-campus programs to include theme parks, sporting events, beaches, state parks, museums, and tv show tapings, to name a few.
- OCL helped resolve issues with reimbursing students promptly.
- OCL also worked with ASHMC to provide subsidies for students for events in the community and virtual offerings during the pandemic.
- Upon returning from remote learning, OCL worked closely with students to create social gathering guidelines in accordance with the local government.
 - As large-scale events and parties have slowly returned, OCL has worked with students to host safe gatherings, which has been an issue at the other Claremont Colleges. In the last year, HMC has been the only Claremont College not to have large parties shut down prematurely due to safety concerns.
 - Recently, OCL worked with Facilities & Maintenance to create a new process for large-scale event planning to ensure risk factors are addressed and to provide students with proper guidance and assistance.
- In Fall 2022, HMC student clubs hosted over 280 meetings and events. This is extremely impressive and beneficial to students' well-being, as academics often leave little time for co-curricular activities on campus.

New Student Orientation (NSO)

- Within the last three years, OCL staff have adapted Orientation to changing needs of the community and moved from a 6-day program filled with tests and academic requirements to a hybrid program in which sessions are delivered over the course of the summer asynchronously and also in person over four days.
- Since creating a less condensed hybrid NSO program, for the first time in a decade, students expressed not being overly busy during orientation, with 70% reporting that NSO kept them engaged.

Impact Leadership Program

- The program was created by Campus Life staff and is in its 4th year of operation. It is a year-long, cohort-modeled, co-curricular series based on the social change model. Twenty-four weekly sessions are offered, and students learn skills within three main modules (Appendix A).
- The program has been delivered live with students online and in-person weekly over the last four years.
- Over 100 students have attended various sessions, and 41 have completed the entire program, participating in all three modules or 24 sessions (Appendix A). OCL considers this a success for a co-curricular program not connected to course credit or official leadership positions and is solely voluntary.

On-Call Crisis Response:

- Over the last two years, OCL staff has taken over the management of the seven live-on deans who serve on-call as first responders to a plethora of student issues. Five of the live-on staff hold other appointments within student affairs in the following offices:
 - Office of Career Services
 - Office of Civic and Community Engagement
 - Office of Campus Life
 - Office of Health and Wellness
 - Office of Institutional Diversity
- Under the direction of OCL, the on-call team expanded their methods of training, record keeping, and holding meetings to spend more time working on best practices and student support strategies.
- A new semesterly review of all on-call staff has been implemented and will be added as an addendum to annual staff reviews.
- Additionally, case study strategizing and working through possible on-call scenarios have been implemented as ongoing training for on-call and senior staff on-call team members.
- On-call staff has been mainly responsible for caring for students in isolation with COVID-19, and OCL staff have worked with the VPSA to create forms and processes that both support students who are unwell and not overly tax on-call staff. The DSA staff who are not on call have also been added to the meal delivery rotation to alleviate stress from the on-call team.

Areas of Growth and Challenges

- As described above, OCL works with various student groups, departments, and constituencies daily and could benefit from more financial and staff support.
- Additionally, OCL has 14 student workers who make up the student programming board (Muchachos) and provide twice-a-week programs for the entire community, including talent shows, trivia, painting classes, relay races, haunted houses, campus-wide scavenger hunts, and more. Muchacho student wages and the cost of all their programs come from a student activities budget of \$26K, which limits the ability to have larger-scale events, especially as wages continue to rise in California.
 - OCL is working with the student government to create a new executive board position that would help create more large-scale campus events. While OCL can plan and execute such events, it cannot fund them without the financial support of the student government.

Relevant Data

What has been gleaned from the individual departmental reports are some key opportunities and challenges that the division of student affairs are currently facing.

V. DSA Opportunities and Challenges

A. Honor Code Administration Support

The Harvey Mudd College's Honor Code is a matter of trust and team play. It is not a class in ethics or a set of rules dictated by the faculty. It's a way of life created and governed by

students—respected by everyone. The Honor Code is based on the simple premise that people will do the right thing if given a chance. The number of academic dishonesty and behavioral misconduct cases has been rising (with a significant increase when students returned after COVID-19). The amount of work that the chairs of each area oversee is excessive and in need of support by other students and closer administrator support. The Judicial Board Chair (academic dishonesty) and Disciplinary Board Chair (behavioral misconduct) need logistical and organizational support to improve continuity as the chairs change yearly. With additional administrative support, the chairs will not only be able to get organized to maintain adequate record-keeping. Still, they will also be able to provide onboarding and ongoing training to honor board members. The administrative support would allow the process to run more efficiently and ensure that cases are completed promptly.

B. COVID-19 Response

DSA staff played an integral role in managing the COVID-19 pandemic with our students: creating social guidelines, isolation, and quarantine protocols, ensuring that students tested, meal deliveries, securing and managing off-campus isolation housing, increased virtual programming while students were home, and the re-entry of our students in Fall 2021. Staff helped with the aforementioned items on top of their daily job duties and handling all other crisis management during the academic year.

As a result of COVID-19, we saw similar national trends on our campus: increased desire for mental health support from students, more roommate conflicts, and increased requests for academic and housing accommodations.

C. DSA Staff Burnout

With the promotion of the associate dean for institutional diversity, the OID staff has been functioning as an entire staff which is not a sustainable model. As we ask our team to continue performing at full capacity, we see that they face burnout faster. The AVP is also being asked to serve in a dual role as associate dean for institutional diversity while also leading six additional areas and helping provide support to the VPSA in conducting our assessment work with OIRE, internal professional development sessions, and helping to create new policies and procedures for the office of study abroad. She also serves as the Title IX Coordinator, which could be a role in itself. The Office of Accessible Education has seen a dramatic increase in students seeking accommodations. With only two staff members serving in this area, it limits the response rate and increases the backlog in providing quality service to students. This increase has also showcased the need for training, programming, and additional resources to hire someone to help in those areas and proctor exams for our students. Finally, the Office of Residential Life & Housing has seen an increase in student needs, but with a department of 1.5 professional staff, they need help to meet those needs. Additional staff would provide quality support and services to students and minimize burnout.

D. Student Concerns

Towards the end of the fall semester, the VPSA/Dean of Students, Assistant Vice President for Student Affairs, Associate Dean of Students and Director of Residential Life, and Associate Dean of Students and Director of Campus Life went to various residence hall town halls. The issues brought forth in those town halls were: OID's lack of staff, clarity on how to request accommodations, and registering for 7C health.

E. Perceptions of DSA on Campus

Recently, some staff and faculty have seen the Division of Student Affairs as non-responsive. It is unsure where this began. However, general complaints have been stated to the Dean of Faculty, the President's office, and the Business Affairs Office.

F. Budget for Office of Career Services

OCS is self-funded and must generate revenue to maintain itself. Their revenue is allocated toward one professional staff member and their operational budget. They are limited in the scope of programming they can offer, employers they can recruit to campus, and opportunities they bring to our students due to the focus that is needed by the staff to meet the revenue goal for the year. During the last three years, they have been asked to raise \$136,000 to fund this area, and this amount was kept the same during the COVID-19 pandemic. The stress of being self-funded and not being allowed to bring smaller and niche employers to campus can be seen in the criticism from faculty and students who have vocalized that OCS focuses on tech and engineering employers.

V. Budget

Within the last two years, the budget was reviewed by the Vice President for Student Affairs, and Dean of Students and, as a result, institutionalized the following:

- \$25K for the New International Students and Scholars Orientation (NISSO)
- the Associate Director for Civic and Community Engagement position
- Homework Hotline
- 2 Graduate Assistants for the Office of Institutional Diversity

VI. Supplemental Materials via Google Drive

1. Organizational Chart (Spring 2023)
2. Budgets
3. Previous External Review
4. 2021-2022 WSCUC