In November 2010, Dartmouth hosted an evaluation team established by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). The team's final report on the College was submitted to CIHE in 2011 and was considered by the Commission in their deliberations on Dartmouth's accreditation.

A summary of the team's findings, including strengths and opportunities for improvement is provided here.

Evaluation Team's Summary of Strengths

- "Exceptional" quality of the liberal arts education arising from "the excellence and diversity of Dartmouth's faculty and students, the inspired leadership of its president and senior administration, and the dedicated support of its valued staff"
- Prompt realignment of the operating budget in face of the changing financial landscape; culture open to change and "increasingly adroit" at strategic planning
- "Great" progress towards integrating Dartmouth's individual schools to enhance the educational experience for all students, enrich opportunities for faculty scholarship and creative work, develop innovative new programs, and find efficiencies
- A "welcome moment of excellent balance" in institutional governance; satisfaction of the overwhelming majority of alumni; "robust and healthy" shared governance with the faculty

Evaluation Team's Summary of Action Items and Opportunities for Improvement

- Comprehensive review of the undergraduate curriculum by the Faculty of Arts and Sciences including: curricular breadth and depth, distribution and other requirements, writing instruction, the benefits and challenges of the quarter system and the Dartmouth plan, and culminating projects.
- Undertake a "serious exploration of strategies to enhance pre-major academic advising"
- Bring "renewed vigor" to creating and improving crucial practices to assess pedagogy and services so as to improve student learning outcomes
- Intensify synergies among its divisions and schools to create "one Dartmouth"; Dartmouth is uniquely positioned to do this well to the benefit of its educational programs, its research impact and ability to pioneer new fields of study at the intersection between schools
- Strengthen community for students and bridge perceived divides for all students
- Improve communication – formal and informal
- "Having weathered a test of its governance structures and emerged a stronger body", the Board of Trustees should "assess effectiveness of recent changes" and "strengthen its work by expanding the reach and diversity of ideas and perspectives among its members"

Other Recommendations and Action Items

Standard I: Mission and Purposes

- Revisit the mission statement

Standard 2: Planning & Evaluation

- Develop and put in writing learning outcomes for all A&S departments and programs; use professional schools as models and DCAL to support development and collect evidence of learning outcomes
- Develop both formative and summative assessments for all new programs
- Create a positive "culture of planning" and clearly defined planning processes

Standard 3: Organization and Governance

- Develop regular staff communication mediums
- Ensure more formal and informal communication between students and administration
- Clarify communication expectations for the Committee of Chairs (A&S)
- Assess Board's new structure and size

Standard 4: The Academic Program

- Review the A&S undergraduate curriculum and degree requirements, D-plan, and quarter system
- Take advantage of synergies offered by global education initiatives in each of the schools
- Evaluate suitability/strength of the current governance structure for graduate studies
- Clarify guidelines for external reviewers and departments, including the goal of the review

Standard 5: Faculty

- Track and assess the rate of tenure
- Include graduate program growth in strategic planning

Standard 6: Students

- Continue to diversify student population
- Create a coordinated and comprehensive approach to addressing serious student academic issues
- Assess experience of women on athletic teams (esp. rate at which they quit teams)
- Identify and address student concerns about the quality of health services
- Monitor impact of budgetary cuts on student services

Standard 7: Library and Other Information Resources

- Improve building security systems
- Collaborate to address needs for off-site storage
- Address research computing support needs

Standard 8: Physical and Technological Resources

- Clarify the impact of capital investments on the operating budget in the capital plan
- Improve awareness of IT needs
- Ensure the physical plant and IT have the capacity to enable the strategic plan
- Use technology to streamline administrative systems
- Provide additional student social spaces, esp. for graduate students
- Pay attention to building renewal
- Develop communications plan for physical and IT projects

Standard 9: Financial Resources

- Engage with the community about impact of budget reductions
- Ensure alignment of resource growth with operating expenses
- Develop strategic plan together with a financial plan
- Closely review research compliance structures

Standard 10: Public Disclosure

- Review the web group's ability to address Dartmouth website needs
- Streamline and standardize department/program websites, including searches

Standard 11: Integrity

No suggestions noted