

GoodWork® Project Report Series, Number 92

Collaborations among Tertiary Organizations: Testing the Taxonomy
An Evaluation of Best Practices at The Claremont Colleges in California

Alexis Brooke Redding
The Good Project
August 2014

Howard Gardner, Series Editor

Table of Contents

Introduction.....	3
Methods.....	
Phase I – April 2013	5
Phase II – May 2014	6
Evaluating the Taxonomy	
(1) Academic Integration	7
(2) Shared Academic Resources	17
(3) Logistical Support Services – Academic	19
(4) Logistical Support Services – Student Life	25
(5) Integrated Campus Life	34
(6) Organization: Operations	40
(7) Collective Identity	40
Conclusion	
Revisions to the Taxonomy	47
Phase II Research	47
Updated Taxonomy	49
Acknowledgements.....	50
References.....	51

Introduction

In 2011, I developed a taxonomy to evaluate the strength of relationships among colleges and universities engaged in higher education consortia and to identify the features of a robust tertiary collaboration (Redding, 2011). The original taxonomy was subsequently tested at Five Colleges, Inc. This tertiary consortium in Western Massachusetts offered the Good Collaboration research team an opportunity to evaluate the taxonomy and to determine how well each category reflected operations across the five institutions. This exploration (Redding, 2014) allowed me to refine the instrument (Table 1) and revealed significant questions about how logistical operations can encourage or impede the depth of engagement among institutions.

To test the accuracy of this instrument, I designed a two-phase, 16-month study of The Claremont Colleges (TCC) in California. TCC was selected because, like the Five Colleges, Inc. of Western Massachusetts, it is considered by many knowledgeable persons to be a model higher education collaboration. Further, the contiguous campuses of TCC eliminate logistical issues with transportation and planning that were revealed to be problematic in the Five College, Inc. evaluation. As such, it offered an ideal context to do a final test of taxonomy.

Since The Claremont Colleges are contiguous campuses, the issues with transportation that dominated the discussions at the Five Colleges, Inc. were absent. Thus, I was able to take a more in-depth look at other issues on the campuses beyond these logistical obstacles. As expected, the analysis of TCC revealed previously unidentified categories and gave rise to a range of additional questions that were subsequently pursued by interviews with campus leaders.

	Comprehensive Consortia (CC) <i>Must meet criteria from <u>all 6</u> categories</i>
(1) Academic Integration	<p>Must contain <u>2 or more</u> of the following:</p> <ul style="list-style-type: none"> - expanded curricular options at no additional charge - joint programs/certificates - intercollegiate departments <p>Access to these courses must be preserved (<i>i.e.</i> by reserving a set number of seats for students from other campuses)</p>
(2) Shared Academic Resources	<p>Must contain a joint library system</p> <p>May contain at least one other shared academic facility (ex. Art museum, research lab)</p> <p>May also contain shared equipment to facilitate academic research</p>
(3) Logistical Support Services (Academic)	<p>Must operate a consolidated database of courses offered at the member institutions and courses must be free of charge to students</p> <p>Must have a protocol for cross-registration that ensures access/reserves seats for students from other campuses</p> <p>Must provide clear information about credit transfer and eligibility among institutions and grades must appear on the home transcript</p> <p>Must make efforts to synchronize calendars</p>
(4) Logistical Support Services (Student Life)	<p>Must offer free shuttle service that provides full access to academic and extra-curricular options in a timely manner (if necessary due to distance)</p> <p>Must offer free dining options on multiple campuses for students with a meal plan (though this may be limited to certain hours or dining facilities)</p> <p>May also offer joint services and facilities (ex. health center, campus mail)</p> <p><u>At least one</u> member institution must be involved in overseeing these operations.</p>
(5) Integrated Campus Life	<p>Must offer <u>at least 3</u> of the following:</p> <ul style="list-style-type: none"> - expanded social network - combined extra-curricular groups - joint student council - shared intramural sports - joint publications (ex. student paper) <p>Must offer information about activities on different campuses that is accessible to students (posted flyers or via social media)</p>
(6) Organization	<p>Must be run by either a Board of Directors/Trustees or have <u>at least one</u> joint operations committee</p> <p>May be incorporated as a non-profit organization</p> <p>May also have a shared operating budget</p>

Table 1: Features of Comprehensive Consortia (Redding, 2013)

Methods

This study was completed in two phases. Phase I was conducted in April 2013 and Phase II followed in May 2014. My focus in Phase I was to understand the student experience in the consortium. Phase II focuses on an in-depth look at the campus leadership and organizational relationships that make this collaboration function behind the scenes.

Phase I

Similar to the approach at The Five Colleges in Amherst, I attended information sessions at all five undergraduate colleges and took a formal guided tour at four of them.¹ Using the maps provided by the admissions office at Harvey Mudd College, I also took a self-guided tour of the 2 universities that are part of the consortium: Claremont Graduate University and Keck Graduate Institute.

Since the informal conversations in the Amherst study yielded such interesting information, I also arranged 3 focus group discussions with 8 students, with at least one representative from each of the five undergraduate schools. Focus groups followed a loosely structured interview protocol and were audio recorded.

Further, I scheduled interviews with admissions representatives representing four² of the five undergraduate institutions. These interviews followed a semi-structured interview protocol and were audio recorded and selectively transcribed. Transcripts were etically coded to evaluate fit with the six categories of the original taxonomy (Table 1) and a seventh category that was subsequently added.

¹ A Scripps student generously took me on a private visit of their campus, since limited tours were available during my visit.

² An interview with a Scripps admissions representative took place during the Phase II visit, as no one was available to meet with me during my 2013 visit.

The initial 6-day trip to California in Phase I allowed me to spend much more time on each campus than had been possible during the two day-long visits to the colleges in Western Massachusetts. I was able to dine in multiple campus dining halls, attend a selection of campus events in the evenings, and observe student life over the weekends as well. I also spent time speaking informally to students at these venues, taking impressionistic notes of my observations, collecting 5 College (5C) materials, and photographing 5C branded materials around the campuses. These additional experiences allowed for a more thorough impression of the student experiences at each school.

Phase II

Based on the findings from Phase I of the study, a second 8-day visit was planned to Claremont. In Phase II of the study, I examined the perspective of campus leaders at each of the five undergraduate colleges and at the Claremont University Consortium. During this trip, I conducted qualitative interviews with 20 campus leaders, including the Interim CEO of the Consortium, the presidents of 3 of the 5 colleges, and other campus leaders.

These interviews allowed me to take a 360-degree view of the undergraduate institutions by evaluating the organizations and operations that make the consortium function. After examining student perceptions during Phase I, I was able to speak with campus leadership to learn about the considerable efforts that take place behind the scenes to make the student experience as seamless as possible. I was also able to probe for institutional challenges faced by The Claremont Colleges as they work to maintain their current level of collaboration while continuing to evolve both individually and collectively. Those findings, along with lessons that can be used by other campus leaders who seek to foster collaborative relationships, will be reported in a forthcoming paper.

Evaluation of the Taxonomy

In the following sections, I analyze each of the six categories in the Comprehensive Consortium taxonomy (Table 1) using the information gleaned from Phase I of the Claremont study. This evaluation is based on the observational data, qualitative interviews, focus group discussions, and materials collected during the April 2013 visit.

Academic Integration

(1) Academic Integration	<p>Must contain 2 or more of the following:</p> <ul style="list-style-type: none"> - expanded curricular options at no additional charge - intercollegiate departments - joint programs/certificates <p>Access to these courses must be preserved (<i>i.e.</i> by reserving a set number of seats for students from other campuses)</p>
--------------------------	--

Expanded Curricular Options

Unlike the muted messaging at the Five Colleges, Inc. in Amherst, Massachusetts, The Claremont Colleges actively promote cross enrollment and tout the value of expanded curricular options in each school's information sessions and publications. The ability to "go to a small school with large university resources" is a common refrain across all of the schools. The first step towards obtaining this expanded level of educational resources is to ensure that students have full access to the courses offered by each of the institutions. The *Why Scripps?* brochure, distributed in the Scripps College admissions office, explains: "Our students can take classes at any or all of The Claremont Colleges, expanding their course options to about 2,500 and their choice of majors to more than 60." Similarly, the Harvey Mudd admissions brochure states: "In addition to the broad range of coursework in the technical fields, humanities, social sciences, and arts offered at Mudd, our students also have access to over 2,500 courses offered at The Claremont

Colleges each year.” Additionally, the *My Pomona* brochure notes that students can even take classes at the Claremont Graduate University to expand their curricular options further.

According to school administrators, students take advantage of these opportunities. An Assistant Dean of Admission at Claremont McKenna College, explained that students generally take about a quarter to a third of their classes “off campus.” Peter Osgood, the Dean of Admissions at Harvey Mudd goes one step further, explaining to a group of prospective students: “We expect that you take courses here *and* at our neighbor schools... or exclusively at other schools if there is something we don’t have here.” The lack of competition over course offerings expressed between institutions was notable. In interviews, presentations, and publications, each school explained that the access to other courses was a value-add to students, not a sign that any one school was lacking. Instead, they indicated that the consortium was an ideal complement so that students can find ways to enhance the strong but directed curriculum of their home campus to meet their unique educational interests.

As noted in the *Claremont McKenna College: Leadership in the liberal arts brochure*, “[b]y supplementing your CMC courses with thousands of classes offered across The Claremont Colleges, you can pursue your interest in a variety of disciplines without losing the focus on leadership that drew you to CMC in the first place.” Similarly, a tour guide at Harvey Mudd College explained that most students take classes on the other four campuses to complement the science-focused curriculum at Mudd. He noted, “we may be the most limited in range, but we know what we are great at, and – you know – we always have Pomona for languages.” A Pitzer student further explained

how being a part of the consortium frees up each school to focus on its individual strengths. She describes, “[i]t’s okay not being the best at *everything*. Pitzer isn’t wasting their money trying to re-invent the wheel by starting a dance program. We can go next door instead.” This balance was seen as an ideal solution where each home institution was free to focus on their academic (and co-curricular) strengths without limiting the opportunities experienced by its students.

Off Campus Majors

The messaging about the benefits of looking beyond the home institution goes beyond course enrollment. Some admissions representatives also focused on the fact that students can major in subjects offered at other institutions as well. In his information session, Peter Osgood, Dean of Harvey Mudd Admissions, explained, “It’s possible to do a second major from another school... in fact a small number of students have their core major at another college. I mean, we once gave a Bachelor of Science degree in music!” He later quipped that a student could even graduate from Harvey Mudd with a dance degree, despite the fact that their school does not offer any dance classes. Admissions representatives from both Pitzer and Claremont McKenna similarly explained how students “can definitely major in a topic we don’t have here.” In fact, all of the institutions highlighted the ability to major or minor at another institution as an example of just how fluid the academic opportunities are for 5C students.

Intercollegiate Departments

Beyond the ability to cross-register at other campuses or to enroll in joint degree programs, the colleges of the consortium also offer intercollegiate departments where

faculty from different institutions come together to offer a unique program that could not be supported by one department or one institution alone (Table 2). Intercollegiate programs bring together faculty from across the 5Cs and offer a comprehensive and complementary group of professors who guide students who would otherwise have to cobble together courses of interests from the five schools. Thus, these joint departments offer the most seamless way for undergraduate students and faculty from across the institutions to come together and collaborate in a particular field of study for a prolonged period of time.

Joint Undergraduate Programs & Certificates
Africana Studies
American Studies
Asian American Studies
Chicano-Latino Studies
Classical Studies
Film Studies
Gender and Women's Studies
Latin American Studies
Media Studies
Music
Art and Art History
Theatre

Table 2: List of Joint Programs & Certificates of the Claremont Consortium

According to *Claremont McKenna College: Leadership in the liberal arts* brochure, students can “just reach out to our sister schools to construct [their] course of study” via 12 joint programs or certificates. Students and administrators across the five schools discussed the ease of use and enrollment in these joint curricular offerings. At one point, one junior student in a focus group interview did not even realize that her major was a 5C offering. As she talked about her course of study, mistakenly assuming that her program was exclusively offered by her home institution, the other four students in the group had to point this out to her. The group saw this confusion as a powerful

example of just how easy it was to participate in joint curricular offerings and how few barriers there are in pursuing a personalized curriculum no matter where the best courses and faculty may be housed.

A second student in this focus group was much more deliberate in her choice of the 5C Asian Studies major, which she had explored as an alternative to curricular limitations that she found on her own home campus. In her case, she added a minor in Economics at her home institution and a second minor in Chinese at a second institution. When probed about possible challenges in blending her credentials across three undergraduate colleges, she described complete ease of use and enrollment procedures. She explained that her opportunities would have been significantly abridged at another school where she did not have the possibility to weave together a personalized curriculum and that she was surprised by just how easy it was to take advantage of these opportunities and how supportive her advisor was in crafting the curriculum.

As noted by a junior student in the group: “Some schools say you will be able to do a lot of things when you enroll, but the reality is never that easy. Here, it is. They promised we could major on other campuses and, yes, we can – without any hassle at all!” Even the students in this group who had not done a 5C major or minor felt strongly about the benefits of having had these opportunities available to them.

These intercollegiate departments also foster collaboration among faculty members as well. As Mudd’s Peter Osgood notes, “the math faculty are all friends.” Beyond personal relationships, Pitzer’s Jamila Everett notes that “[t]he faculty also collaborate.” She further explains, “They all know each other, their work is complementary, and they know who is the best fit, so it’s not unusual for a professor at

one campus to send a student to an expert who just happens to be on another campus and is a better academic match.” These relationships are described as beneficial to both the students and faculty members in the consortium.

Combined Dual Degree Programs

There are options for students to expand their curricular horizons by working with the graduate institutions that are part of the Claremont consortium to earn joint bachelors degrees. For example, Pitzer College encourages its students to “Use your education to transform the world” by enrolling in the BA/BSE in Management Engineering with Keck Graduate Institute. The Keck Graduate Institute website outlines how this “five-year program, offered in conjunction with other institutions, allows students to receive both a Bachelor of Arts in Management Engineering from their home institution and a Bachelor of Science in Engineering from their second institution.”

Dual degree opportunities are further enhanced by the opportunity for students to earn a MA, MPH, MBA, or MS, while they continue to work on their undergraduate program. The 4+1 Accelerated Degree program between the five undergraduate institutions and the Claremont Graduate University offers students to earn both their bachelors degree and masters degree in 5 years. Master’s degrees are offered in 23 different areas of study including: Psychology, Management, Financial Engineering, Museum Studies, and Teacher Education, Politics & Policy, and Religion. Students benefit from being able to earn credits towards their graduate degree as part of their undergraduate curriculum by cutting the time to earn a graduate degree in half.

Unlike the joint degree programs which offer open enrollment to any interested student, the joint BA/MA degree requires an additional application from undergraduate

students submitted in their junior year of college. However, students enrolled in any of the undergraduate schools do not have to pay an application fee and also receive additional funding opportunities if they are admitted to the MA program.

Study Abroad

An additional benefit for students looking to expand their educational opportunities was the extended range of study abroad opportunities due to formal collaboration agreements. In Pomona's information session, the admissions officer highlighted the fact that "65% of our students study abroad junior year – we have 50 programs in 30 countries. But here, again, is where the 5C helps – each has its own offices with 50+ programs, and we have access to all of those too." Similarly, Peter Osgood of Harvey Mudd mentioned how "[w]e're fortunate to be in 5C because we can use their study abroad programs as well." One Pitzer student clarified that her school's expansive program "really benefits the other campuses by unique programs, like one in Nepal." It was interesting to note that the expanded curricular opportunities could open a range of choices to students even when leaving the residential campuses in California and that this benefit was both shared with prospective students and appreciated by those who ultimately matriculated. Even students who did not opt to study abroad found value in the expanded options available to their peers and the enrichment brought back to their respective campuses by students who had travelled and studied overseas.

Access

While the academic freedom offered by The Claremont Colleges is remarkable, it is not without problems. When interviewed, students and administrators acknowledged

challenges faced by students trying to get into limited enrollment courses on both their home campus and at peer institutions. Course access was the most frequently cited frustration by students during Phase I of the study.

One Pitzer student expressed frustration over Claremont McKenna's small class-size, limited to 18 students, which made it comparably harder to get into than any of their other courses. He explained that, after failed attempts to gain access to CMC courses during several semesters, he "no longer even bothers to try" and manually excludes their courses from his online searches in order to keep from being disappointed. Similarly, a student majoring in Environmental Studies and writing her senior thesis on legal cases in environmental disasters said that she was extremely frustrated to be turned away from an Environmental Law course at Claremont McKenna College. As she explained, they keep spots for students from different campuses, but they don't give priority to students based on interest, relevance to their academic goals, or year in school. She explained, "So, while I could have really benefitted from that spot and it may have influenced my thesis, it could very well have gone to someone who was merely curious about the topic. There's just no hierarchy."

An admissions officer at Harvey Mudd described a parallel challenge with students on his campus being precluded from taking classes at their home institution because so many people from the other four schools want to enroll in them. He explained, "cross-registration is great, but there is some frustration because our classes are open to other schools; [our students] wish there were more slots reserved for them, especially in computer science." He further explained that Mudd does offer seniority to upper class

students, so complaints come primarily from students in their sophomore year who would ultimately have the opportunity to take these classes later during their program of study.

Net Import/Export Imbalance

While cross-registration is possible at all five undergraduate institutions, the flow of students between them is not even. Administrators talk about this in terms of a net import and export imbalance. As Harvey Mudd's admissions representative describes, "We are a major *exporter* of students." He explains that the reputation of Harvey Mudd as being a very difficult place scares students away from most advanced courses, even though they are drawn to the introductory computer science courses and, in some instances, hope to continue at Mudd to explore this field.

Peter Osgood, also from Harvey Mudd, further elaborated that, "while we are a net exporter [of students], Pomona is a net *importer*." When asked about the draw for Pomona, he pointed to the fact that "they offer subjects that aren't found on other campuses and the range of choices appeals to students."

Throughout the visit and interviews, Pomona was generally referred to as being less reliant on the consortium overall and even discussed as being "more elite and stand-offish" than its peers. Indeed, Pomona, founded in 1887, is both the oldest and most selective of the undergraduate institutions (Table 3). It was the original school in place when Blaisdell envisioned his "Oxford of the Orange Groves." Indeed, Pomona stood on its own for 38 years before Claremont Colleges (now comprising Claremont Graduate University and Claremont University Consortium) was founded in 1925. As one Pitzer student explained: "Basically, Pomona students don't take classes off campus until later and they just take fewer overall. Since Pomona is used to not needing other schools. They are more isolated than the rest of us."

Institution	Founded
Claremont Graduate University	1925
Claremont McKenna College	1946
Harvey Mudd College	1955
Keck Graduate Institute	1997
Pitzer College	1963
Pomona College	1887
Scripps College	1926

Table 3: The Tertiary Institutions of The Claremont Colleges

The *My Pomona* brochure supports this idea, noting that they are the founding member of the collaboration and have the longest tradition of opening their courses to students from the other schools. Further, with the largest endowment and broadest liberal arts curriculum, it is easier for Pomona students to have their needs met on their home campus and, as one Pomona student explained, “we just don’t feel as compelled to look elsewhere” in order to complement curricular offerings. Even though she agreed with her peers’ assessment that Pomona students were less likely to take courses “off campus,” she felt strongly that she and her classmates benefitted from the 5C students that Pomona imported every semester and described the relationship as a “win-win” for everyone involved. While this is similar to benefits at the Five Colleges, Inc., the ease of access at The Claremont Colleges make it more likely that students will actually take advantage of these opportunities.

Conclusion – Academic Integration

Overall, the students and faculty of The Claremont Colleges truly benefit from the academic integration of their courses, programs, and joint degree offerings. Some limitations exist, however, that impeded full use of consortial resources. Limited spaces available in popular courses can cause frustration among students, though efforts have been made to preserve seats for students in the home institution when demand from other

colleges is too high. The imbalance between the net import and net export of students is notable, though clearly tied to the history of the consortium and how the intercollegiate relationships developed over time.

Revised Category

Based on the analysis above, the revised Academic Integration Category includes the following additions, in blue:

(1) Academic Integration	<p>Must contain <u>2</u> or more of the following:</p> <ul style="list-style-type: none"> - expanded curricular options at no additional charge - intercollegiate departments & faculty relationships across institutions - joint programs/certificates <p>Access to courses must be preserved by reserving seats for students from other campuses</p> <p>May also include the following</p> <ul style="list-style-type: none"> - option for students to major in programs on other campuses - enhanced study abroad opportunities - combined dual-degree graduate options (ex. MA, MPH, MBA)
--------------------------	---

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Shared Academic Resources

(2) Shared Academic Resources	<p>Must contain a joint library system</p> <p>May contain at least one other shared academic facility (ex. Art museum, research lab)</p> <p>May also contain shared equipment to facilitate academic research</p>
-------------------------------	--

Joint Library System

The Claremont Colleges share the Honnold-Mudd Library, with 2.7 million volumes. Students appreciate the convenience and consolidation of resources that comes

from sharing a single library with their neighbors. One Pitzer student explained that “They streamline the library system so that it’s the 3rd largest in California – we never could have that on our own. And then they can invest in the research librarians, who are amazing!” The benefits of having such a talented library staff were mentioned by both Pomona and Claremont McKenna students. The students addressed the fact that the consolidation of funding meant that they had better quality resources overall.

In addition to consolidated resources, one focus group that was interviewed in Honnold-Mudd’s coffee shop pointed out how important it was to have this shared academic gathering space on campus. One of Scripps students mentioned how it was nice to have one central place to meet students from her classes on other campuses without having to decide whose library was better or where one student might feel more “at home.” A Claremont McKenna student said that he thought it was nice to have another way to feel like you were part of a larger community and that wasn’t just about social events and dining.

Conclusion – Shared Academic Resources

This analysis confirmed the important role played by the Honnold-Mudd library. Not only does it serve as a shared academic resource, but it also offers a shared intellectual gathering place for students and faculty. The inclusion of a café and small shop on the first floor allows it to serve as a social and logistical hub as well.

The key takeaway from the discussions about the library is that it offers students at The Claremont Colleges access to a range of materials and resources that would be impossible for any small college to offer on its own. Given the expansive collection of resources, including subscriptions to digital journals and other materials, it is

unsurprising that most students referenced feeling fortunate to have this kind of access, which was more typical of a large university, while still attending a small college.

Revised Category

Based on the analysis above, the revised Shared Academic Resources Category includes the following additions, in blue:

(2) Shared Academic Resources	<p>Must contain a joint library system that enhances the quality and/or quantity of resources available to students across all institutions</p> <p>May contain at least one other shared academic facility (ex. Art museum, research lab)</p> <p>May also contain shared equipment to facilitate academic research</p>
-------------------------------	--

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Logistical Support – Academic

(3) Logistical Support Services (Academic)	<p>Must operate a consolidated database of courses offered at the member institutions and courses must be free of charge to students</p> <p>Must have a protocol for cross-registration that ensures access/reserves seats for students from other campuses</p> <p>Must provide clear information about credit transfer and eligibility among institutions and grades must appear on the home transcript</p> <p>Must make efforts to synchronize calendars</p>
--	--

Consolidated Course Database

A Pomona tour guide explained that a combined registration system gives access to all 5C classes. An Assistant Dean of Admission at Claremont McKenna College elaborated on the ease of use, describing how “[t]here is one online catalog, available through a single portal. If you type in ‘linguistics,’ courses from all of the schools come up.” Unlike cross-registration in many of the collaborations studied in the original paper:

Collaboration among tertiary institutions: State of the art (Redding, 2011), students do not need to go to individual school website to search for offerings that may meet requirements for their home campus. The process at The Claremont Colleges is streamlined and, indeed, one has to opt out of finding course listings from all of the other schools. If a student wants to look for courses at their institution only, students explained that they needed to specify this as a search parameter, as the default option in the program was to automatically search across all institutions.

As seen in the earlier case of the student frustrated by limited access to CMC courses, there are practical reasons why students would use this reduced search parameter. One Pomona student said that she would first look only at Pomona courses and then would expand the search only if she didn't find what she wanted, which happened "maybe twice" in her 4 years. However, the fact that the default search mode is to explore courses across campuses sends a powerful signal about the importance placed on reducing barriers to full academic integration. As one Pitzer student explained, he never even looks at which college is offering the class at first and "just finds what's most interesting." Another student acknowledged looking at professor ratings to decide which school offered the best version of courses that might cover similar content or meet the same distribution requirements. He felt that this offered him both freedom to choose the best educational experience possible and, in his words, "should incentivize the professors because they know we can shop around."

A Pitzer student similarly described how, "since it's so easy to find out what else is out there, we have the luxury of not jumping through hoops or anything." In this case, the streamlined database allows students the luxury of finding interesting courses as a

natural part of the course search process and eliminates the need for additional time and effort that some felt might have been prohibitive. When asked if they would take the time to look at the individual databases for all five schools and then enroll individually, as would be the case in other consortia that I studied, three students said that they weren't sure about whether they would take those additional steps. One Scripps student said, "In that case, I guess I would only really enroll in another class if a friend or my advisor told me about a specific class" while another described, "I think separate catalogs would make things really confusing – too confusing."

Cross-Registration Protocol

There is no cross-registration protocol at The Claremont Colleges, since this is an automatic part of the process. All enrollment is done online, through a single portal that allows simultaneous enrollment at each of the five campuses. A Pitzer student confirmed this seamless ability to cross-register, explaining that "[y]ou register for classes like you do at a single university. You don't distinguish between schools or need signatures or anything." As long as the course is not filled and students have taken any pre-requisite coursework, students have guaranteed access.

The only limits to cross-registration are the home institution regulations about the number of courses that can be taken 'off campus.' For example, the *My Pomona* brochure describes that: "[i]n most cases, cross-enrollment in classes at another college is as simple as enrolling in classes at Pomona." However, they further clarify that, "[b]eginning with your second semester, until the end of your sophomore year, you can cross-enroll in one class per term. After that, you can take up to two courses per term at the other colleges, subject principally to the restrictions of your major." Similar statements were found on

Pitzer's registration website, with notations that exceptions to this rule would be made for students majoring in a topic that was only offered on another campus.

Again, I asked the students if they would be as open to registering for courses if they had to get individual signatures from faculty and/or advisors each time, students balked at the idea of the additional hassle and paperwork. One student candidly acknowledged that every extra step involved in cross-registration would make her that much less likely to pursue that option because "it would just seem like too much trouble." A student in the same focus group added that these extra steps would worry her because she would feel like "maybe I would end up being the only student who wasn't from that campus" and was concerned that could feel isolating. When I probed the group to find out if this had ever been a concern among these students when they had registered in courses off of their home campus in the past, none of them had worried about this before.

Credit Transfer Among Institutions & Grades

Credit transfer between institutions is automatic, based on a set formula that is readily available on the registrar's website of each institution. These calculations are necessary because not all schools offer classes based on the same measurement of unit or course hours. For example, Pitzer College's *How to register for classes* website explains, "*Harvey Mudd*: Courses listed as semester units, so a 3-credit Harvey Mudd course will appear on your schedule as 1 Pitzer credit. Similarly, 2 Harvey Mudd credits = .5 Pitzer Credit, and 1 Harvey Mudd credit = .25 Pitzer credit." Each school has a similarly clear breakdown of credit transfer procedures and instructions for how to calculate that students will meet necessary requirements via off campus coursework. Interestingly,

while all of the students I interviewed had taken at least one class on another campus, no one mentioned any concerns about credit calculations when selecting courses.

Grades from all five institutions automatically appear on a student's home transcript. No additional procedures or paperwork is required for this. When asked, a group of four students all enthusiastically seconded the notion that they *never* have to think about where a class is offered or deal with any hassle if they take classes somewhere else. In fact, when asked if they would be willing to go the extra step to secure permission for a course taken at another institution and then to ensure that it would appear on their transcript, one student from Scripps and one student from CMC both stated that they would think twice about which classes were "worth the headache." This supports the conclusion from the Five Colleges, Inc. evaluation that found the ease of cross-enrollment plays a key factor in facilitating the flow of students between campuses.

Synchronized Calendar

The calendars for the undergraduate institutions are fully synched, both in terms of semester dates and class start times. As described in the *My Pomona* admissions brochure, "academic calendars and registration procedures are coordinated to make cross-enrollment easy." Similar statements are found on the calendar pages of the individual schools, reassuring students that scheduling issues would never prevent them from taking full advantage of the consortium.

Conclusion – Logistical Support Academic

The full integration of the course database, along with the automatic cross-registration protocol ensures that students do not have to take any additional steps to find

or enroll in classes across the consortium. Students stated that having a program that required the kinds of additional steps that are part of the cross-registration process in other consortia would be prohibitive.

Further, the fact that course credit transfer policies are transparent, and the process of having courses appear on your home transcript is also automatic, ensures that there are no logistical barriers to course enrollment in other institutions. Finally, the synchronized calendar removes any residual limitations that would prevent students from benefitting from the academic offerings.

The limitations that were put in place to ensure that students take a set number of courses on their home campus reinforces the messages I heard on campus about how popular the option of taking off campus courses was in at least 4 of the 5 undergraduate institutions. However, the flexibility of modifying these requirements in instances when students opted for an off-campus major, reinforces the general philosophy that every school should ensure that students can make the most out of their consortial opportunities and remove as many logistical impediments as possible.

Revised Category

Based on the analysis above, the revised Logistical Support Services (Academic) Category includes the following additions, in blue:

<p>(3) Logistical Support Services (Academic)</p>	<p>Must operate a consolidated database of courses offered at the member institutions and courses must be free of charge to students</p> <p>May have regulations in place to ensure that students do a set amount of coursework on their home campus, especially during Freshman year</p> <p>Must have a protocol for cross-registration that ensures access/reserves seats for students from other campuses</p> <p>Must provide clear information about credit transfer and eligibility among institutions and grades must appear on the home transcript</p> <p>Must make efforts to synchronize calendars</p>
---	--

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Logistical Support Services – Student Life

(4) Logistical Support Services (Student Life)	<p><i>Must</i> offer free shuttle service that provides full access to academic and extra-curricular options in a timely manner (if necessary due to distance)</p> <p><i>Must</i> offer free dining options on multiple campuses for students with a meal plan (though this may be limited to certain hours or facilities)</p> <p><i>May</i> also offer joint services and facilities (ex. health center, mail)</p> <p><u>At least one</u> member institution <i>must</i> be involved in overseeing these operations.</p>
--	---

Transportation

Unlike most tertiary consortia, transportation is not an issue at The Claremont Colleges. All of the campuses are located within one square mile, on contiguous campuses that are situated like interlocking puzzle pieces (Figure 1). As one Pomona tour guide noted, “it is 15 minutes from one end of the campus to the other.” The *My Pomona* brochure similarly notes that the “number of minutes walking required to reach the farthest class at any of The Claremont Colleges is 10-15” in one of their highlighted captions. Other sources pointed to just how close the campuses are. Similar statements were made on all of the individual campus tours. The Scripps *Campus Map* describes how the “five undergraduate institutions located steps from one another.”

While touring the colleges, I noted places on campus where you can see three campuses at once (Figure 2). Each campus has multiple entry points, with the main entry designated by a large sign with the college name. However, if you crossed from one campus to another without going through the main entry, you might not automatically

know that you had moved to another school. As noted in a Scripps Information Session, “things are so close that it’s usually the architecture that helps signal that you are on another campus – each has a very different feel.”



Figure 1: Stylized map of the Claremont Colleges showing the interlocking campus design, created by Pomona Student Stacey Abrams (From: <http://staceyabrams.strikingly.com/>)

Signs on campus also help to designate how to get from one school to another to ease in navigation (Figure 3). Finding one’s way around the campuses is also facilitated by the availability of consortial maps. In each college admission office, two maps were available. Each school also had its own campus map, often with additional detail, but which also showed the location of the school in relation to the other schools and arrows pointing to the directions for reaching the other campuses. Each school also had copies of *The Claremont Colleges Map*, which showed all seven campuses and then CUC, each in a different color (Figure 4). This shared map, along with the helpful admissions staff who readily directed



Figure 2: Photograph of signage showing intersection of the Scripps College, Claremont McKenna College, & Pitzer College campuses

students between campuses, was in stark contrast to the research team’s experience at Five Colleges, Inc. where individual schools did not offer guidance or directions to sister institutions, even when asked directly for help navigating between campuses.

Bikes, skateboards, and scooters are also abundant on the campuses. Students described how these made it easier to get from more ‘distant’ schools like Pitzer and Pomona, especially if they were switching campuses between classes and had limited time. Zipcars were also available at multiple locations on campus, but students indicated that these were to go off campus and that they couldn’t imagine a student taking a car to get around the schools. One Harvey Mudd student mentioned that the security golf carts could sometimes help out if a student has an injury or impediment that would make it

hard to navigate on her own when there was a short transfer time between courses or activities.



Figure 3: Photograph of TCC Signage located outside of the Honnold-Mudd Library

Six students were each asked if they would be open to taking classes if the other campuses were up to 15 minutes away by bus and all, unequivocally, stated that they probably would not. One Claremont McKenna student said, “I sometimes think twice about taking a class at Pitzer, and that’s just like 7 minutes, and only if I walk slowly!” A Pitzer student said that he laughs at himself when he decides to go to his home dining hall just because it’s a *minute* closer, explaining, “I mean, it almost gives you permission to be lazy when an extra minute somehow seems like a hassle! Fifteen minutes – no way!”

When I described my experience commuting between Mount Holyoke and Smith during the evaluation study of the Five College Collaboration in Amherst, two Scripps students said that they couldn't imagine doing that on a regular basis, especially to go to another single-sex school. One of these young women clarified, "one of the best things about how close we are is that I don't feel like going across the street to Mudd takes away from my time at Scripps. But if I had to give up part of the day getting to and from another campus, I guess I would start to feel disconnected from home, and I wouldn't like that. I am really not sure it would be worth it."

Two Pitzer students noted that the Massachusetts weather, combined with the distance, would be very prohibitive. In conclusion, they joked with each other, "Boy, we have it easy, don't we?!" All information sessions, interviews, and brochures clearly identified the luxury of operating on contiguous campuses and acknowledged the unique situation of The Claremont Colleges to collaborate in such close proximity.

Dining Options

Unity among students across the five campuses partly stems from the barrier-free campus dining system. Every school ID gives students free swipe entry to all other dining facilities, independent of their home campus. One student confirmed: "there is literally no distinction between the meal plans - you just use your card at any dining hall!" All five online dining pages for each of the colleges confirmed this fact. One CMC Assistant Dean of Admission explains that the "dining hall menus are online so students can compare and shop around; figure out what's close to them and what to expect."³

³ Since my visit to The Claremont Colleges, a website was established that allows students to compare all dining hall menus on a single page was established at <http://aspc.pomona.edu/menu/>.

Students described little to no strong connection to their home dining hall. Indeed, they saw the range of options offered by the 5C system as part of the appeal of the collaboration. A Pomona tour guide happily reported to a group of prospective students and parents that the best brunch could be found at Scripps. A Scripps student, however, claimed that the fresh juice bar at Pitzer was actually the biggest draw for her at breakfast time. According to the My Pomona brochure, “Students quickly learn the specialties of dining halls on all five college campuses, with favorites marked on their calendar.” One student reported that another undergraduate created a Smart Phone app to compare menus on the run. She often used it to with her friends to pick the best dinner option. This app allows for the total freedom of “dining hall hopping,” described in an information session at Pomona College. In fact, a Pitzer student described how “the only *real* segregation in dining is the small group of students who choose to live off campus versus those who live on campus.” Otherwise, in her words, students felt that their dining program was “limitless.”

Students liked this integration of dining options. Even at their home dining hall, they were surrounded by a constantly changing flow of students from across the five campuses. According to a Scripps student, the dining halls were great places to connect with people from the other school; she felt like she wasn’t actually attending a single-sex institution. Students felt that the range of options worked in their benefit. Further, the competition between dining halls was ultimately a benefit to them as dining halls had to compete for diners with the best range of food, most innovative specialty menus, and freshest ingredients. A Claremont McKenna student explained: “The dining hall system works in our favor. They know that if they don’t do a good job, we have somewhere else

to go. They're in competition. We're not just stuck with whatever is on the list that day – we can choose to go to taco bar on one campus one day and sushi night on another night the next day.” The high-quality fresh ingredients and the range of menu options at each of the dining halls were indeed remarkable – including gourmet sandwich chefs, a full-service fresh juice bar, fresh sushi, and menus to meet every dietary limitation or preference.

While there is seamless integration from the point of view of the students, dining service managers actually work behind the scenes to address the expenses accrued from the disproportionate number of students dining on certain campuses throughout the month. One CMC representative explained that “even though the schools use three different catering companies, they move money between schools based on the number of card swipes.” Students, however, are not inconvenienced by vouchers, sign-in systems, or other barriers to entry at any of the dining halls (*cf.* the requirement to be enrolled in a course meeting within an hour of meal service found in other consortia).

Students did, however, appreciate what went on among administrators to make their dining options so easy. In fact, every student I met could easily explain the funding swap that was in place and most often brought this up very early in a conversation about dining as an example of how well the collaboration functioned. They all indicated that they saw it as a benefit and appreciated the ease of use with one swipe card.

A Pitzer student described how “laziness is the only limit! A lot of times, students will just choose convenience over quality. But ‘convenient’ certainly doesn’t mean that they will be at their home dining hall.” Indeed, one Scripps student described that she most often ate at Mudd because it was closer to her dorm room. One Harvey Mudd

representative indicated that this was a common occurrence when he described how “we import a lot of female from Scripps because their residence halls are actually closer to us!”

Conclusion – Logistical Support Services: Campus Life

Analysis of this category reinforced the existing criteria of the taxonomy. Ease of transportation and dining serves to create a unified sense of consortial identity and removes obstacles that often prevent students from taking advantage of the resources in other consortia.

Since the colleges of TCC were designed as contiguous campuses, many of the limitations facing collaborations have been eliminated. Students commute from campus to campus in a matter of minutes and never have to rely on a bus system for access to another institution. While transportation obstacles were a significant drawback at the Five Colleges, Inc. in Western Massachusetts. TCC’s long-term plan with each campus added to physically complement the existing institutional footprints guarantees that movement across campuses will never be a dramatic obstacle within this consortium.

Beyond the contiguous campuses, the full integration of dining services at The Claremont Colleges facilitates a sense of community across campuses. Students are both aware of and appreciate the work that goes on behind the scenes to give them this ease of access to all dining facilities. During Phase II, I conducted further analysis of the behind-the-scenes operations that make this system function. Of particular interest is how dining operations are able to plan and meet fluctuating student demands and how the financial transactions are calculated between the individual colleges. These findings will be part of the subsequent report.

Revised Category

Based on the analysis above, the revised Logistical Support Services (Student Life) Category includes the following additions, in blue:

(4) Logistical Support Services (Student Life)	<p>Must offer free shuttle service that provides full access to academic and extra-curricular options in a timely manner (if necessary due to distance)</p> <p>Must offer free dining options on multiple campuses with ease of access for students with a meal plan (though this may be limited to certain hours or facilities)</p> <p>May also offer joint services and facilities (ex. health center, mail)</p> <p><u>At least one</u> member institution must be involved in overseeing these operations.</p>
--	--

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Integrated Campus Life

(5) Integrated Campus Life	<p>Must offer <u>at least 3</u> of the following:</p> <ul style="list-style-type: none"> - expanded social network - combined extra-curricular groups - joint student council - shared intramural sports - joint publications (ex. student paper) <p>Must offer information about activities on different campuses that is accessible to students (posted flyers or via social media)</p>
----------------------------	--

Expanded Social Network

One of the few differences that I observed in the perspectives on how students experience the consortium came from information sessions offered by Pomona as compared with those at the other colleges. At Pomona, the admissions officer noted that “[m]ost of your social network will come primarily from your home institution.” A Pomona tour guide similarly indicated that she made friends with students from other

campuses mainly in classes, but otherwise did not find a lot of social or extra-curricular overlap. This sense of isolation on campus was striking when compared to the descriptions offered from the other four schools.

In contrast, a Claremont McKenna admissions officer described how “most students have ½ of their friends on other campuses.” This different perception may reflect distinctions between how students from different campuses use the consortial resources. However, the contrast was reinforced a comment made by a Pitzer student who described how Pomona was the most isolated campus. She described how students “could go through their whole experience and not really venture further than their borders.”

By contrast, she indicated that Pitzer students would not be able to remain similarly isolated from students at the other four undergraduate campuses. An admissions representative from Pitzer noted that their students *actively* seek out friends from other campuses. A peer at Claremont McKenna also noted that building relationships across campuses was one of the benefits of the consortium. He exclaimed, “If you get claustrophobic, you just go across the street!”

Finally, several Scripps students noted that being part of the co-ed 5C campuses enhanced their experience and that this had been a defining factor when they were considering attending a single-sex institution.

Combined Extra Curricular Groups

Not only do the 5Cs share extra-curricular resources; they also ensure that students across all of the campuses are aware of the range of opportunities that are available to them. One Harvey Mudd admissions brochure describes how “The Claremont Colleges have over 250 student-run clubs and organizations, Mudd shares its

NCAA Division III sports teams with Claremont McKenna and Scripps Colleges.” At a Pomona admissions information session, an admissions officer explained that “all events are advertised to the whole community” so that even students who do not participate in cross-campus activities can attend these joint performances and events.

Throughout my time at The Claremont Colleges, I repeatedly heard about the Ballroom Dancing Team as a model example of how well these shared co-curricular events can function. The 12 national titles won by the team were a source of pride for administrators and students alike. One student, who had been a part of the dance team, acknowledged that “our ballroom dance team would not be champs without the 5Cs.” Part of the explanation was the fact that the ballroom dance team is such a large group, with more than 400 students. Given the size of the individual institutions, no one school could likely mount a team with these numbers.

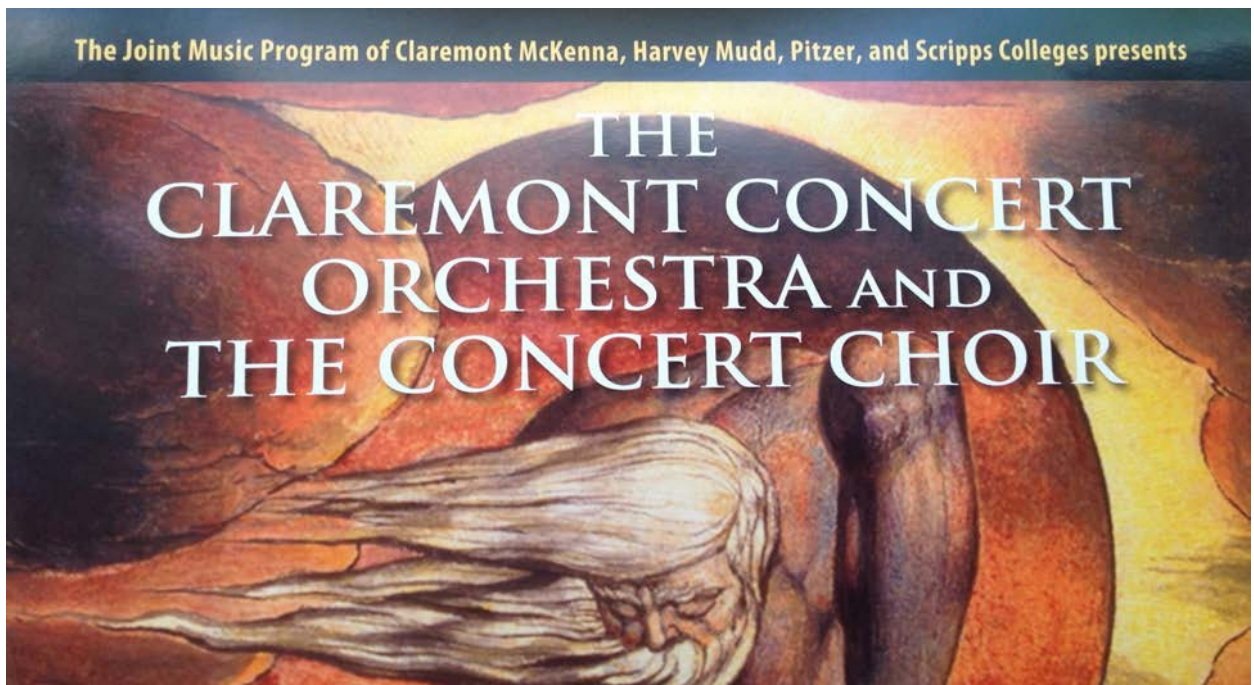


Figure 5: Advertising Poster for a Performance of the Joint Music Program in May 2013

During the focus groups, students also mentioned the Joint Music Program of Claremont McKenna, Harvey Mudd, Pitzer, and Scripps Colleges. This academic program includes three extra-curricular performance groups: Claremont Concert Orchestra, the Concert Choir, and the Chamber Orchestra. According to the *Joint Music Program Brochure*: “Qualified members from all of The Claremont Colleges are welcome to join.” During my visit, all 5 undergraduate campuses and the 2 graduate campuses were plastered with notices for an upcoming performance of the Claremont Concert Orchestra and Concert Choir (Figure 5). As with the ballroom dancing group, students acknowledged that no single school could assemble such a talented and diverse group of performers on its own. Further, the opportunity to perform with students from the other colleges was cited as an important way that people built relationships across institutional borders.

Athletics

According to the *My Pomona* brochure, 5-College Club Sports are a popular way to engage in intermural programs. These include lacrosse, rugby, roller hockey, ultimate Frisbee, and volleyball for men; rugby, ultimate Frisbee, volleyball for women; and co-ed cycling, equestrian, fencing, and racquetball. None of the students in my focus groups had participated in any of the Club sports, but two mentioned that they had friends or roommates who really enjoyed the opportunity to meet students from other campuses via club teams, especially during freshman year. The *Pitzer-Pomona Athletics* handout explains, “Each year, approximately 900 students compete in 17 intramural sports and 12 club sports.”

The integration of sports teams at The Claremont Colleges goes beyond club sports. The five institutions are divided into two overarching teams: Pomona and Pitzer Colleges come together to form one team, the Sagehens, while Claremont McKenna, Scripps, and Harvey Mudd are similarly joined to form CMS Athletics (Figure 6). According to a representative of Claremont McKenna College, this unification allows The Claremont Colleges to compete as two Division III Sports Teams. The Scripps brochure similarly describes how Scripps partners with Claremont McKenna and Harvey Mudd (CMS) to field 11 NCAA teams.



Figure 6: The Pitzer-Pomona Sagehen Logo (left) and the CMS Athletics Logo (right)

The sports rivalry between the two unified team is described as being “like a sibling rivalry” by Jamila Everett of Pitzer Admissions. A colleague at Claremont McKenna similarly describes it as “A friendly sports rivalry” and points out that the winning team eats in the losing team’s dining hall to rub it in, “but all in good fun!” Interviewed students echoed this fun aspect of cross-campus competition. One Pitzer student explained that “we really just make fun of the rivalry” while another student said that “it helps give us more of that big college experience, where we all can get invested in the games and turn them into events on campus.”

The two teams have their own sports insignias and students across all five campuses wore shirts designating their team affiliation. For example, during Sunday brunch, the Frary Dining Hall was heavily populated by athletes who had come from morning scrimmages, clustered together in groups reflecting their respective team colors and shirts with insignias.

Conclusion – Integrated Campus Life

The integration of campus life is facilitated by the interlocking campuses, availability of information for cross-campus extra-curricular opportunities, and strong programs in the performing arts. Students view these groups as a benefit of being part of the consortium, recognizing that the strength of their performing groups is enhanced by the ability to easily recruit talented students from all 5 campuses. The award-winning ballroom dance team is seen as a model of how successfully the schools work together to enhance student life on campus and was cited by students and admissions officers as a model of the integrated campus life experience that students can find at The Claremont Colleges.

Intermural and club sports are also an important part of bringing together students from individual schools, while the two teams serve as a more formal tie between the campuses. Coming together to form two teams allows athletes to compete at a higher level and brings the campuses closer together as part of a friendly sports rivalry that could not exist at a small school. The integration of the athletic program serves as another way that life on these small college campuses is complemented by some of the campus life experiences and attitudes that are more typically limited to large universities.

Revised Category

Based on the analysis above, the revised Integrated Campus Life Category includes the following additions, in blue:

(5) Integrated Campus Life	<p>Must offer <u>at least 3</u> of the following:</p> <ul style="list-style-type: none"> - expanded social network - combined extra-curricular groups - joint student council - shared intramural and/or combined sports teams - joint publications (ex. student paper) <p>Must offer information about activities on different campuses that is accessible to students (posted flyers or via social media)</p>
----------------------------	---

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Organization: Operations

(6) Organization	<p>Must be run by either a Board of Directors/Trustees or have <u>at least one</u> joint operations committee</p> <p>May be incorporated as a non-profit organization</p> <p>May also have a shared operating budget</p>
------------------	---

During the interviews with admissions officers and conversations with students, the importance of the organizational structure of The Claremont Colleges was highlighted as being a key aspect of why the consortium functioned so well. This category is fully analyzed in paper 2, based on interviews with campus leadership and those integral to the smooth functioning of the Claremont University Consortium.

Collective Identity

The first phase of the Claremont study revealed two previously unrecognized categories that are part of the successful execution of a full-fledged collaboration. These

categories, under the category of Collective Identity, involve recruiting benefits and brand recognition.

Recruiting Benefits

One novel finding from The Claremont Colleges was the important role that the collaboration can play in recruiting efforts. Pomona's Dean of Admission, Seth Allen, described, "We meet regularly, on a monthly basis, to amplify our ability and leverage institutional knowledge - we have a challenge to visibility here; we don't have D1 sports, we don't have noble laureates teaching classes." By combining efforts, he believes, all five institutions can benefit. Pitzer College's Jamila Everett explained how traveling together and sharing resources is especially beneficial for Pitzer, as the youngest undergraduate institution in the consortium.

Joint recruiting tours and international travel allowing the five admissions offices to combine efforts in attracting talented students who might not otherwise consider attending a small school. Claremont McKenna's Assistant Dean of Admission describes participating in joint college counselor tours with all 5 schools speaking for 10 minutes each and then opening the floor to questions. He describes the benefit for students "who can learn about 5Cs first and then look to the original schools to find their individual focus."

Pomona's Seth Allen also described a new innovation of the admissions officers across the collaboration: they had designed a joint newsletter that could be brought on solo recruiting trips. This tool, he described, would enhance the reach of each individual school by working collaboratively. He notes that working together, "gives us 4 more opportunities to be better known – the trick is to do it in concert." He further explains the

origins of this idea, describing how “people in Turkey wanted to know about Mudd when I was there, but I didn’t necessarily have all the information with me.” He describes the realization that every admissions representative “can and should be ambassadors for the other schools – it still benefits us! It extends our ability to reach all students.”

This attempt to work in tandem is also seen in an invitation to *The Claremont Colleges receptions*, sent to students in Boston, Washington, D.C., and New York city, which noted: “We cordially invite you and your family to attend a reception in your area. You’ll discover what makes our consortium unique, learn more about our distinctive colleges, and meet individually with admission representatives from each school.”

While the ability to collaborate on recruiting efforts enhances the reach of all of the individual schools, there are some limitations acknowledged by the admissions officers. Pomona’s applicant pool does overlap with Claremont McKenna College and Harvey Mudd. A CMC admissions officer acknowledged that “joint recruiting efforts are simultaneously cooperative and competitive – we target the same applicants.” Seth Allen, Pomona’s Dean of Admission, accepts, “sure we cede some degree of autonomy, which is a caution,” but clearly feels that the positives outweigh the negatives in this instance.

While the colleges may ultimately be competing for some of the talented applicants who apply to two or more of the undergraduate colleges, the benefit of gaining an international reputation and expanding the prestige of The Claremont Colleges brand appears to outweigh these concerns. However, it should be noted that Pomona – the most selective of the institutions – has a decided edge over some of its peer institutions in enticing applicants to matriculate. Pomona has both a higher ranking in U.S. News & World Report – a dubious measure to those in the field of higher education but a defining

characteristic on the minds of many families and students – and a greater financial aid budget to attract students to Pomona. This may ultimately explain the enthusiasm for collaborative recruiting that was not as widely embraced by some of the admissions officers at the peer institutions.

When students do come to visit The Claremont Colleges, they are met with helpful and supportive admissions officers who readily encourage them to explore the range of institutions. These joint efforts in recruiting when students come to campus for a visit was also beneficial. In a Scripps information session, one admissions representative explained that “a lot of young women who come to visit come because they are looking at another 5C school – they just kind of stumble on us – never thinking they would consider a women’s college, but then they fall in love.” She further clarified that “our proximity to the other campuses makes people more likely to visit us.”

Materials were also available in all five college admissions offices that offered information about touring the other schools. Every campus distributed a map of the 7 schools of TCC – showing each of the individual campuses and their relationship to each other. Every admissions office was highlighted. In one instance, a Pomona student assistant in the admissions office took one of the maps and drew two possible routes to help me get to Pitzer and even circled key landmarks worth visiting on the other campuses as well (Figure 4).

Individual school maps also note the location of the other campuses. In fact, the first thing written on Pomona’s campus map is about the collaboration and includes a suggestion to “Visit them all!” Pomona College self-guided tour guide includes half page showing Pomona in relation to the Claremont Colleges more generally, marked with

stars, street addresses for each of the other 4 college admissions offices. States: “If you wish to visit any of the other undergraduate campuses that are part of The Claremont Colleges, you will find that they are within easy walking distance. The northernmost campuses – Harvey Mudd and Pitzer – are no more than 15 minutes away by foot. The red circles on the map at right show the locations of the admissions offices at each of the other four colleges of the consortium”. Each admissions office also offers a Claremont Colleges map, showing all of the institutions in the consortium (Figure 3) that is distributed alongside the school’s own branded materials.

This situation was in marked contrast to the experience of the research team when we toured the Five Colleges in Amherst and found admissions offices unwilling or unable to give directions to the other schools and very little, if any, acknowledgment that it would be worthwhile to explore the partner institutions. These subtle cues on the Claremont websites indicated a more inclusive, collaborative approach to recruiting that – even if some schools lost out on talented applicants to their sister institutions – they were helping to secure a talented and diverse pool of students across the consortium.

Brand Recognition



Figure 7: Claremont University Consortium Logo



Figure 8: Photo of Branding on a CUC Safety Van

The Claremont University Consortium has a brand identity and a logo (Figure 7) that not only adorns campus buildings but also appears on consortial resources like the campus safety vans (Figure 8). These visual markers highlight the intended communal use of certain campus locations and resources, and also remind students at each of the institutions that they are part of a greater community.

In the shared campus bookstore, each school has its own distinctive area for college merchandise – bright orange in the corner with Pitzer’s offerings and a dark green for Scripps. Each area is distinct with its school logo, colors, and themed merchandise. However, there is also a collection of Claremont College merchandise offered in a range of unique colors, none of which correspond to any individual institution (Figure 9). These

are offered in a central hub at the center of the store and can be purchased to express collective pride in the consortium as a whole.

Having a logo for the consortium and offering branded consortium merchandise are simple reminders that the individual institutions, each with their own distinct character and strengths, are also an important part of a collective group of schools that offers something unique in the educational terrain.



Figure 9: Photo of branded Claremont Colleges items at the Huntley Bookstore

Revised Category

Based on the analysis above, the new Collective Identity category includes the following content, in blue:

(7) Collective Identity	<p><i>Must have some elements of collective identity/branding to unify the institutions</i></p> <p><i>May have collective recruiting benefits and contribute to expanded institutional outreach</i></p>
-------------------------	---

These changes have been added to Table 4: The Revised Features of Comprehensive Consortia at the end of this document.

Conclusion

Revisions to the Taxonomy

The Phase I analysis reveals that the existing criteria for the Comprehensive Consortium do capture the key components required for a highly-functioning collaboration. Some relatively minor changes were added to the existing taxonomy to further refine the categories and to include some previously unrecognized nuances in the way that the collaborations function. The most significant change to the taxonomy is the addition of one new category: Collective Identity. This category contains the importance of brand identity and the role of the consortium in recruiting prospective (Table 4).

There were no dramatic changes needed to refine the existing taxonomy. However, I was able to uncover previously unrecognized fault lines and challenges for a fully functioning consortium. These factors were obscured by the logistical impediments at the Five Colleges, Inc. and form part of an important set of additional criteria for successful tertiary collaboration. My second campus visit in May 2014 was inspired by these questions and guided both the selection of Phase II participants and the design of the interview protocol.

Phase II Research

According to the students and to the admissions officers who talk to prospective applicants, the flow of students between campuses is relatively seamless. Students have open access to dining facilities and academic courses, two features most prominently

noted as a model of how well the consortium functions. However, each category contains potential for difficulty. Dining facilities have to predict the flow of students on a given day and coordinate financial transfers behind the scenes; Academic courses may not be accessible to all students, even those from the home campus, due to limited seats. These potential issues were examined as part of the Phase II study, when I was able to speak with campus leaders who oversee these operations. The analysis allows for a more in-depth understanding of the operational coordination that undergirds the consortium.

	Comprehensive Consortia (CC) <i>Must meet criteria from <u>all 7 categories</u></i>
(1) Academic Integration	<p>Must contain <u>2 or more</u> of the following:</p> <ul style="list-style-type: none"> - expanded curricular options at no additional charge - intercollegiate departments & faculty relationships across institutional boundaries - joint programs/certificates <p>Access to courses must be preserved by reserving seats for students from other campuses</p> <p>May also include the following</p> <ul style="list-style-type: none"> - option for students to major in programs on other campuses - enhanced study abroad opportunities - combined dual-degree graduate options (ex. MA, MPH, MBA)
(2) Shared Academic Resources	<p>Must contain a joint library system that enhances the quality and/or quantity of resources available to students across all institutions</p> <p>May contain at least one other shared academic facility (ex. Art museum, research lab)</p> <p>May also contain shared equipment to facilitate academic research</p>
(3) Logistical Support Services (Academic)	<p>Must operate a consolidated database of courses offered at the member institutions and courses must be free of charge to students</p> <p>May have regulations in place to ensure that students do a set amount of coursework on their home campus, especially during Freshman year</p> <p>Must have a protocol for cross-registration that ensures access/reserves seats for students from other campuses</p> <p>Must provide clear information about credit transfer and eligibility among institutions and grades must appear on the home transcript</p> <p>Must make efforts to synchronize calendars</p>
(4) Logistical Support Services (Student Life)	<p>Must offer free shuttle service that provides full access to academic and extra-curricular options in a timely manner (if necessary due to distance)</p> <p>Must offer free dining options on multiple campuses with ease of access for students with a meal plan (though this may be limited to certain hours or dining facilities)</p> <p>May also offer joint services and facilities (ex. health center, campus mail)</p> <p>At least one member institution must be involved in overseeing these operations.</p>
(5) Integrated Campus Life	<p>Must offer at least 3 of the following:</p> <ul style="list-style-type: none"> - expanded social network - joint student council - combined extra-curricular groups - intramural sports and/or combined sports teams - joint publications (ex. student paper) <p>Must offer information about activities on different campuses that is accessible to students</p>
(6) Organization: Operations	<p>Must be run by either a Board of Directors/Trustees or have a joint operations committee</p> <p>May be incorporated as a non-profit organization and/or have a shared operating budget</p> <p>May include <u>1</u> of the following: collective identity and/or brand recognition</p>
(7) Collective Identity	<p>Must have some elements of collective identity/branding to unify the institutions</p> <p>May have collective recruiting benefits and contribute to expanded institutional outreach</p>

Table 4: Revised Features of Comprehensive Consortia (changes in blue)

Acknowledgements

For their generous support of this research, I would like to thank the following individuals and foundations: John Abele and the Argosy Foundation. I would also like to thank Howard Gardner, Wendy Fischman, and Lynn Barendsen for their comments and guidance on earlier drafts of this report.

Thank you to the students, faculty, administrators, and staff members of The Claremont Colleges, the Claremont University Consortium and the five undergraduate colleges for their generous participation in this study. Without their time, interest, and candor, this evaluation would not have been possible.

Resources

AISS: Accelerated Integrated Science Sequence. [Brochure]. (n.d.). Claremont, CA: The Claremont Colleges

Chet Corcos, Inc. (2012). *5C Menu*. Retrieved from <https://itunes.apple.com/us/app/5c-menu/id512440171>

Claremont Colleges. (2014). *The Claremont Colleges Ballroom Dance Team*. Retrieved from <https://claremont.collegiatelink.net/organization/claremontballroom>

Claremont Graduate University. (2014). *4+1: Accelerated degree program*. Retrieved from <http://www.cgu.edu/pages/623.asp>

Claremont McKenna College: Leadership in the liberal arts. [Brochure]. (2012). Claremont, CA: Claremont McKenna College.

Claremont McKenna College: Self-guided tour. [Brochure]. (2012). Claremont, CA: Claremont McKenna College Admissions Office.

Claremont University Consortium. (2010). *History of the Claremont Colleges*. Retrieved from <http://www.cuc.claremont.edu/aboutcuc/history.asp>

CMS Athletics. [Brochure]. (n.d.). Claremont, CA: Claremont-Mudd-Scripps Athletics.

Harvey Mudd College. *Humanities, social sciences, and the arts*. Retrieved from <https://www.hmc.edu/hsa/>

Harvey Mudd College. (2013). *Registrar*. Retrieved from <https://www.hmc.edu/registrar/>

HAS at HMC: The Department of Humanities, Social Sciences, and the Arts [Brochure]. (n.d.). Claremont, CA: Harvey Mudd College.

Intercollegiate Media Studies: Majoring in Media Studies. [Brochure]. (2013). Claremont, CA: Pitzer College.

MUDD: The profile. [Brochure]. (n.d.). Claremont, CA: Harvey Mudd College.

My Pomona. [Brochure]. (n.d.). Claremont, CA: Pomona College.

Pitzer College. (2013). *How to register for classes*. Retrieved from <http://pitweb.pitzer.edu/registrar/how-to-register/>

Pitzer College: Use your education to transform the world. [Brochure]. (n.d.). Claremont, CA: Pitzer College.

- Pitzer-Pomona athletics*. [Brochure]. (n.d.). Claremont, CA: Pitzer College.
- Pomona College. (2013). *The Five-College Menu (5C Menu)*. Retrieved from <http://aspc.pomona.edu/menu/>
- Pomona College self-guided tour*. [Brochure]. (n.d.). Claremont, CA: Pomona College
- Redding, A.B. (August 2011). Collaborations among tertiary institutions: State of the art (Good Work Project Report Series No. 75). Cambridge, MA: Harvard University, Project Zero.
- Redding, A.B. (January 2014). Collaboration among tertiary institutions: Testing the taxonomy - An evaluation of The Five College Consortium in Western Massachusetts. (Good Work Project Report Series No. 88). Cambridge, MA: Harvard University, Project Zero.
- ScrippsCollege: The women's college*. [Brochure]. (2012). Claremont, CA: Scripps College Admissions Office.
- Scripps: The women's college*. [Brochure]. (n.d.). Claremont, CA: Scripps College.
- Stacy Abrams. (2013) *5C Map*. Retrieved from <http://staceyabrams.strikingly.com/>
- The Claremont Colleges map*. [Brochure]. (n.d.). Claremont, CA: The Claremont Colleges.
- The Claremont Colleges Office of the Chaplains*. [Brochure]. (n.d.). Claremont, CA: Claremont University Consortium.
- The Claremont Colleges receptions*. [Brochure]. (2013). Claremont, CA: Scripps College.
- The Joint Music Program of Claremont McKenna, Harvey Mudd, Pitzer, and Scripps Colleges*. [Brochure]. (n.d.). Claremont, CA: Scripps College.
- Why Scripps?* [Brochure]. (n.d.). Claremont, CA: Scripps College.
- W.M. Keck Science Department. (2014). *Academics*. Retrieved from <http://www.jsd.claremont.edu/majors/managementengineering.asp>