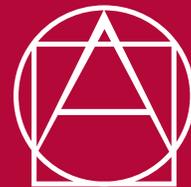




# ASSUMED PRACTICES

**APPENDIX B** // FALL 2013



ANTIOCH  
COLLEGE

## Assumed Practices

A. INTEGRITY:  
**ETHICAL AND  
RESPONSIBLE  
CONDUCT**



ANTIOCH  
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## A. INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

### 1. The institution has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.

The *Board Conflict of Interest Policy* is addressed in Article III, Section 3 of the bylaws: “The board shall adopt a Conflict of Interest Policy. All trustees and officers shall annually affirm in writing their compliance with the Conflict of Interest Policy as a condition of service in their position.” Per the policy, a conflict of interest may exist when an employee or a board member is involved in any activity, or has a personal or financial interest, that may interfere in the performance of his or her duties, or his or her objectivity in performing those duties. To this end, officers and members of the Board of Trustees complete a *Conflict of Interest Disclosure Form* annually to help the College identify and resolve conflicts of interest in the organization.

### 2. The institution has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.

The College has policies for faculty and staff in all of these areas.

- **Conflict of interest:** Conflict of interest policies are included in the Employee Handbook, *Policy 5-16 Conflict of Interest and Business Ethics* (pp. 37-38), and the Faculty Personnel Handbook, *Conflict of Interest Policy* (pp. 68-69), as relevant to those constituencies.
- **Nepotism:** Policy 5-19 on p. 39 of the *Employee Handbook* outlines the College’s policy on Hiring Relatives/Employee Relationships. Faculty are bound by the *Non-Fraternization Policy* included in the Faculty Personnel Handbook, p. 69.
- **Recruitment and admissions:** As a member of the National Association of College Admissions Counseling (NACAC), Antioch College abides by all member conventions:
  1. Members will make protecting the best interests of all students a primary concern in the admission process.
  2. Members will evaluate students on the basis of their individual qualifications and strive for inclusion of all members of society in the admission process.
  3. Members will provide accurate admission and financial aid information to students, empowering all participants in the process to act responsibly.
  4. Members will honor students’ decisions regarding where they apply and choose to enroll.
  5. Members will be ethical and respectful in their counseling, recruiting and enrollment practices.
  6. Members will strive to provide equal access for qualified students through education about financial aid processes and institutional financial aid policies.
  7. Members will abide by local, state and federal laws regarding the treatment of students and confidential information.
  8. Members will support a common set of admission-related definitions and deadlines.
  9. Members will support and enforce the *Statement of Principles of Good Practice*.
- **Financial aid:** In addition to NACAC’s Statement of Principles of Good Practice, the College also abides by the *Statement of Ethical Principles of the National Association of Student Financial Aid Administrators (NASFAA)*:

*NASFAA's Statement of Ethical Principles provides that the primary goal of the institutional financial aid professional is to help students achieve their educational potential by providing appropriate financial resources. To this end, this Statement provides that the financial aid professional shall:*

- *Be committed to removing financial barriers for those who wish to pursue postsecondary learning.*
  - *Make every effort to assist students with financial need.*
  - *Be aware of the issues affecting students and advocate their interests at the institutional, state, and federal levels.*
  - *Support efforts to encourage students, as early as the elementary grades, to aspire to and plan for education beyond high school.*
  - *Educate students and families through quality consumer information.*
  - *Respect the dignity and protect the privacy of students, and ensure the confidentiality of student records and personal circumstances.*
  - *Ensure equity by applying all need analysis formulas consistently across the institution's full population of student financial aid applicants.*
  - *Provide services that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status.*
  - *Recognize the need for professional development and continuing education opportunities.*
  - *Promote the free expression of ideas and opinions, and foster respect for diverse viewpoints within the profession.*
  - *Commit to the highest level of ethical behavior and refrain from conflict of interest or the perception thereof.*
  - *Maintain the highest level of professionalism, reflecting a commitment to the goals of the National Association of Student Financial Aid Administrators.*
- **Privacy of personal information:** The College's [\*Privacy Policy\*](#) discloses how Antioch College treats individuals' personally identifiable information (PII). The policy outlines how PII may be gathered, stored, and used – both online and offline – and discloses the College's efforts to protect student, employee, and alumni information, citing compliance with applicable federal regulations such as FERPA (student information), HEA/HEOA (costs and student data), PCI-DSS and FACTA (credit card information), and the Clery Act (campus security). The policy also communicates what choices are available to individuals regarding the storage, correction, and removal of PII, and provides contact information for those who wish to inquire further about the policy or initiate communications in accordance with it.
  - **Contracting:** The College's [\*Contract Management Policy\*](#) provides employees with a framework for understanding the contract creation, review, and acceptance process; the essential elements that should be incorporated into all contracts to which the College is a party; and the limits, constraints, authorities, and approvals required before a contract can be executed on behalf of Antioch College. The policy requires that contracts entered into on behalf of Antioch College must be reviewed and approved by designated College personnel to ensure compliance with established policy regarding contract language and stipulations. Contracts may only be executed by College designated signatories as specified in the policy. Section 7 of the [\*Master Vendor Contract\*](#) includes a requirement that vendors review and abide by the College's Code of Conduct policies, including its policy on sexual harassment.

**3. The institution provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution.**

Prior to enrollment, admitted students receive and sign the *Horace Mann Fellowship Agreement* which outlines key rights and responsibilities. In addition, students receive a copy of the *Curriculum Catalog* and *Student Handbook* before or during *New Student Orientation*. These documents are also available on the College's website.

All employees are directed to review the *Employee Handbook* upon hiring and must submit a signed statement indicating that they have done so. In addition, faculty are directed to review the *Faculty Personnel Handbook* upon hiring. Both documents are accessible to employees online at [hr.antiochcollege.org](http://hr.antiochcollege.org).

**4. The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.**

Students, staff, and faculty are provided clear information regarding complaints and grievances.

### **Student grievances**

The *Student Handbook* lists all policies and procedures relating to student complaints, including:

- Academic Complaint Policy (p. 8, and also included in the *Curriculum Catalog* on p. 226)
- Student Grievance Policy (p. 30)
- Sexual Offense Prevention Policy (p. 36)
- Judicial Process (pp. 67-75)

Student complaint and grievance logs are maintained in the Office of Community Life. The president and senior leadership team review the logs annually to identify and address any patterns that may exist.

As of August 30, 2013, two student grievances have been filed:

1. A student filed a grievance regarding another student's violation of the College *Honor Code*.
2. A student e-mailed an informal complaint regarding a staff member's behavior when contacting students in residence hall rooms.

Both cases were successfully resolved within two weeks. All aspects of the cases were fully documented and confidential files are retained in the Community Life office.

After a careful analysis of these issues, the College responded in the following ways:

1. The Honor Code was emphasized throughout New Student Orientation, with one session devoted entirely to its content and meaning.
2. Posters featuring the text of the Honor Code were created and displayed around campus.
3. A Community Standards Board was formally instituted. Members received training in restorative justice practices.
4. Protocols for contacting students in their rooms were adapted within the residence life program.

## Employee grievances

Procedures for receiving complaints and grievances from employees are included in the following handbooks:

- *Employee Handbook*, pp. 30-31 (5-4 Problem Resolution Policy) (non-faculty employees)
- *Faculty Personnel Handbook*, p. 57 (faculty)

The president reviews the employee complaint and grievance logs annually to identify and address any patterns that may exist.

As of August 30, 2013, no formal faculty or staff grievances have been filed.

In addition to the formal grievance procedures outlined above, the College hosts a biweekly Community Meeting for students, faculty and staff. During general assembly and small group processes, community members can bring campus issues to the attention of the Community Council, the College's governing body for non-academic policy areas. Through this regular, informal feedback mechanism, the College is able to respond to many issues before formal complaints are filed.

The College also maintains a *Consumer Complaint Policy* to comply with the Program Integrity Rule amendment of Title IV of the Higher Education Act. The policy ensures access to a complaint process that permits student consumers to address alleged violations of State consumer protection laws that include but are not limited to: fraud and false advertising; alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and complaints relating to the quality of education or other State or accreditation requirements.

## 5. The institution makes readily available to students and to the general public clear and complete information including:

### a. statements of mission, vision, and values

The statements of mission and vision are available on our website: [antiochcollege.org/about](http://antiochcollege.org/about), in the *Curriculum Catalog*, and in the faculty, student, and employee handbooks.

### b. full descriptions of the requirements for its programs, including all pre-requisite courses

Program requirements are available on pp. 27-46 in the *Curriculum Catalog*, published in print and online at [antiochcollege.org/academics](http://antiochcollege.org/academics).

### c. requirements for admission both to the institution and to particular programs or majors

Admission requirements are published online at [antiochcollege.org/admission](http://antiochcollege.org/admission) and in the *Curriculum Catalog*, pp. 185-186. Admission requirements do not vary by program or major.

### d. policies on acceptance of transfer credit, including how credit is applied to degree requirements. (Except for courses articulated through transfer policies or institutional agreements, the institution makes no promises to prospective students

regarding the acceptance of credit awarded by examination, credit for prior learning, or credit for transfer until an evaluation has been conducted.)

The transfer policy is available online at [antiochcollege.org/admission/transfer-credit](http://antiochcollege.org/admission/transfer-credit) and in the *Curriculum Catalog*, pp. 188-190.

**e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds**

Financial aid policies, including types of aid, eligibility requirements, deadlines, and application instructions are available at [antiochcollege.org/admission/finaid](http://antiochcollege.org/admission/finaid). Direct and indirect student costs and the College's refund policy are published online at [antiochcollege.org/admission/finaid/cost\\_of\\_attendance](http://antiochcollege.org/admission/finaid/cost_of_attendance).

**f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)**

Policies regarding academic standing, probation, and dismissal, as well as residency and enrollment requirements, are published in the *Curriculum Catalog* on pp. 190-192 and pp. 204-213.

**g. a full list of its instructors and their academic credentials**

A full list of instructors for credit-bearing courses and their credentials is available at [antiochcollege.org/academics/faculty](http://antiochcollege.org/academics/faculty). Full-time resident faculty are also listed in the *Curriculum Catalog* on p. 233.

**h. its relationship with any parent organization (corporation, hospital, church, or other entity that owns the institution) and any external providers of its instruction**

Antioch College is an independent, nonprofit institution and does not have a relationship with any parent organization. Instruction is provided by resident, visiting, or adjunct faculty and not by any external providers.

**6. The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.**

Antioch College is a member of the Association for Institutional Research (AIR) and abides by its *Code of Ethics*. The College requires that all institutional data for external distribution be generated or assessed by the Office of Institutional Effectiveness and Research to ensure accuracy and completeness prior to publication. In addition, the Office of Communications approves all external communications.

Finally, through membership in AIR, a variety of IR publications, and participation in IPEDs and other workshops, the College stays abreast of emerging issues relating to data collection, analyses and reporting to ensure the most complete and current information.

**7. The institution portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.**

As an unaffiliated institution, Antioch College does not claim to have any status with the Higher Learning Commission. However, as it is our duty to inform prospective students that

we are NOT accredited, we include this language (approved by our Commission-assigned liaison) on the admitted student *Horace Mann Fellowship Agreement*:

*Antioch College is not currently accredited but is undergoing a multi-year, multi-phase process seeking to gain accreditation.*

- a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized or program accreditation and the relationships between licensure and the various types of accreditation.**

Antioch College does not offer programs that require specialized accreditation or recognition.

- b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.**

Antioch College does not offer programs at multiple locations.

- c. An institution that advertises a program as preparation for a licensure, certification, or other qualifying examination publicly discloses its pass rate on that examination, unless such information is not available to the institution.**

Antioch College does not advertise any programs as preparation for a licensure examination.

- 8. The governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation; an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.**

The Antioch College Board of Trustees and executive committee are comprised primarily of public members (89%). Two of the board’s 18 members are employees of Antioch College and serve as non-voting ex-officio members. No members of the Antioch College Board of Trustees have contractual relationships with the College, but the vice chairman of the Board of Trustees also sits on the board of the Morgan Family Foundation, the organization that guarantees the College’s \$6.2 million note payable to Huntington Bank.

- 9. The governing board has the authority to approve the annual budget and to engage and dismiss the chief executive officer.**

The *bylaws* provide the Board of Trustees the authority to hire, evaluate and dismiss the chief executive officer in Article II (Duties of the Board of Trustees). This authority is further clarified by Article X, Section 2, which describes the responsibilities of the president relative to the board.

Article VI, Section 2 addresses the duties of the Finance, Investment and Audit Committee, including the responsibility to select the professional audit firm to conduct regular audit reviews for the College, review the result of the audit, and make any recommendations to the board pertaining to findings in the audit report. The responsibility of the board to approve the budget is also addressed within this section.

**10. The institution documents outsourcing of all services in written agreements, including agreements with parent or affiliated organizations.**

Antioch College does not outsource instruction or major components of the academic program and does not serve any parent organizations. As evidenced in the [Contract Management Policy](#), the College requires that outsourced services, such as IT, construction, and communications, be documented in written contracts:

***Contract Management Policy, Section A, Policy Statement:***

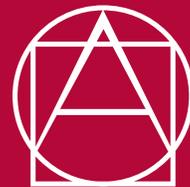
*Contracts entered into on behalf of Antioch College must be reviewed and approved by designated College personnel to ensure compliance with established College policy regarding contract language and stipulations. Contracts may only be executed by College designated signatories as specified in this policy. **The Performance of Work, Ordering of Goods, or Contracting of Services encompassed by a contract between Antioch College and a third-party vendor should under no circumstances commence prior to the review and approval of a formal contract as set forth in this policy document.** A Master Vendor Contract must be executed when engaging contractual services with outside vendors. Exceptions must be received in writing through the VP of Administration & Finance or Controller.*

**11. The institution takes responsibility for the ethical and responsible behavior of its contractual partners in relation to actions taken on its behalf.**

Antioch College informs all vendors of its code of conduct, including policies prohibiting sexual harassment. Section 7 of the [Master Vendor Contract](#) informs contractors of the College's expectations for ethical behavior and the consequences of violating those expectations:

*The Vendor has received the Owner's Code of Conduct policies, including the policy concerning sexual harassment. Any violations of such policies by Vendor will be investigated and the Owner will hold vendor responsible for any violations deemed to have occurred through the investigation.*

B. TEACHING AND  
LEARNING:  
**QUALITY,  
RESOURCES,  
AND SUPPORT**



ANTIOCH  
COLLEGE

## B. TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

### 1. Programs, Courses, and Credits

- a. **The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's for master's degrees. Any variation from these minima must be explained and justified.**

As stated in the *Curriculum Catalog*, p. 27, a bachelor's degree at Antioch College requires a minimum of 180 quarter credits, which is equivalent to 120 semester credits.

- b. **Institutions maintain structures or practices that ensure the coherence and quality of the programs for which they award a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor's degree and 15 of the 60 credits for the associate's degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.**

Antioch College requires that 45 of the last 90 quarter credits earned towards a bachelor's degree be earned through Antioch College. This requirement is codified in the *Credits Earned in the Final Two Years Policy*.

- c. **The institution's policy and practice assure that at least 50% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree. (Cf. Criterion 3.A.1 and 2.) (An institution may allow well-prepared advanced students to substitute its graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. In "4+1" or "2+3" programs, at least 50% of the credits allocated for the master's degree – usually 15 of 30 – must be for courses designed for graduate work.)**

Antioch College does not offer graduate degrees.

- d. **The institution adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.**

The College abides by its *Student Average Course Load Policy*, which reflects reasonable expectations for successful learning and course completion:

*Antioch College shall adopt curricular structures that maintain a reasonable average student course load for graduation within four academic years, which is defined as 12-18 credits per study term, and 0-6 credits per co-op term, for 15 consecutive academic (study or co-op) quarters.*

*[The current (Summer 2012 onward) bachelor's degree requires an average load of 15.1 credits per study term and 3.4 credits per co-op term, with some variation based on language track.]*

*Antioch College shall adopt no mandatory curricular structure which requires a student to take less than 12 credits or more than 18 credits per study term, or more than 6 credits per co-op term.*

*Antioch College shall exercise due caution in adopting any optional curricular structure that necessitates a student taking less than 12 credits or more than 18 credits per study term, or more than 6 credits per co-op term, and shall review the success of students in these optional programs/structures on a regular basis.*

**e. Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.**

Through the academic divisions, Faculty Assembly and its standing committees, the faculty determines the content of the curriculum, the various manners in which courses may be conducted, the criteria by which students are admitted, the standards for measuring student performance, the requirements for degrees and programs, and all other matters bearing directly on the academic program (*Faculty Personnel Handbook*, p. 15).

The College ensures appropriate content and rigor through its Curriculum Committee – a standing committee of the Faculty Assembly. All new courses must be approved by the Curriculum Committee. Each course must follow a *Course Outline* which includes the following information:

- Requirements/qualifications to be the instructor of record for the course
- Course description
- Course materials
- Pre-/co-requisites
- Mandatory student learning outcomes (the course learning outcomes that must be met by all offerings of the course regardless of instructor, section, or delivery mode)
- Mandatory link to College learning outcomes (the liberal arts learning outcomes that must be met by all offerings of the course regardless of instructor, section, or delivery mode)
- Mandatory bases of evaluation (any mandatory, universal methods of evaluation, assignments, grading scales, etc. for all sections of all courses regardless of instructor, section, or delivery mode)

Any significant changes require a curriculum change form and revised course outline. It's important to note that the focus of the Curriculum Committee is on the overall curriculum and how the course fits in, not the intellectual contents of each syllabus.

**f. The institution has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor.**

Antioch College has clear policies regarding the maximum allowable transfer credit and the types of courses that are transferable. The *Transfer of Credit Policy* is available at [antiochcollege.org/transfer](http://antiochcollege.org/transfer). The *General Policy* states that acceptance of transfer credit is at the sole discretion of the College. The *Courses and Examinations Not Accepted for Transfer* grants the College the right to deny credit for courses that are not compatible with its degree programs.

In evaluating transfer credit, the College follows the *Process and Policy for the Evaluation of Transfer Credit*, adopted in March 2013. The policy formally codified practices that were already in place.

- g. The institution has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student's program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)**

Antioch College awards academic credit for coursework completed at other institutions of higher learning in full accordance with its established [\*Transfer of Credit policies\*](#).

Antioch College does not award academic credit for prior learning (other than courses completed at other institutions) except in two circumstances:

1. The successful transfer of a sufficiently high score on an Advanced Placement (AP) or International Baccalaureate (IB) exam:

*Credits are awarded for appropriate scores earned on Advanced Placement (AP) and International Baccalaureate (IB) examinations. Incoming first-year and transfer students with sufficiently high scores on appropriate AP and IB exams of the appropriate level may receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis. Students are encouraged to inquire at the Registrar's Office for more information. Note that credits awarded for exam scores count against a student's total allowable transfer credits, and are subject to all of the policies regarding transfer of credit. Official score results must be submitted to the Registrar's Office. An [\*AP/IB transfer chart\*](#) is listed on the college website, which identifies approved course considerations and additional specifications in relation to credit for AP/IB examinations.*

2. Credit by Examination in foreign languages (limited to a maximum of 14 quarter credits):

*Students may qualify for placement into higher-level language courses on the basis of foreign language placement examinations administered by Antioch College. Credit for lower level courses may only be awarded when the student completes an appropriate higher-level course with a minimum grade of B. Students may qualify to receive up to a maximum of 14 credits by examination. These credits count towards the maximum number of credits a student may transfer to Antioch College (for current limits on please see the "Transfer of Credit" policy in the current catalog). Students may request credit by examinations for language courses only one time during their time at Antioch College. Credit by examination is only available in the languages that Antioch College currently offers. Students who wish to use this opportunity to earn language credits should speak to their language advisors during orientation.*

Antioch College does not allow students to use prior experience to meet degree requirements, except in three circumstances:

1. A sufficiently high score in:
  - a. Math or Writing placement exams as administered by Antioch College, which do not generate academic credit, but can meet degree requirement(s);
  - b. The appropriate sections of the ACT or SAT exams, which do not generate academic credit, but can meet degree requirement(s); and
  - c. The appropriate AP or IB exams, which may generate academic credit and meet degree requirement(s).

2. Successful transfer of an equivalent course that meets Antioch College's Writing or Quantitative requirements, which will provide credit and meet degree requirements.
3. The successful placement into Work Portfolio for Transfers (WORK 125T), successful completion of which generates academic credit and meets a degree requirement, with concomitant acceptance of a prior (pre-Antioch) work experience, which does not generate academic credit but meets a degree requirement.

In all cases, any credits granted count against the total maximum allowed transfer credits (currently a maximum of 30 quarter credits, with additional limits on specific types of classes, as outlined in the *Process and Policy for the Evaluation of Transfer Credit*).

**h. The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.**

Antioch College requires 65 quarter credits (equivalent to 43.3 semester credits) of general education, distributed over traditional disciplinary and interdisciplinary areas, as described on pages 28-29 of the *Curriculum Catalog*. The requirements for a bachelor's degree are also compliant with the regulations of the Ohio Board of Regents.

## 2. Faculty Roles and Qualifications

**a. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.**

All tenure-track faculty members have terminal degrees in the field they teach. All adjunct faculty for foundation, general education and major courses possess at least a master's degree. All instructors for Community Life courses (e.g. West African Percussion, Modern Dance, Yoga, etc.) have at least a master's degree or meet the College's *standard for equivalent experience*.

**b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations.**

Antioch College does not offer doctoral programs.

c. Faculty participate substantially in:

1) Oversight of the curriculum – its development and implementation, academic substance, currency, and relevance for internal and external constituencies;

The Antioch College faculty bears responsibility for the curriculum, as stated in the [\*Preamble of the Bylaws for Faculty Governance\*](#):

*Ultimate responsibility for governance of Antioch College rests with its Board of Trustees, which is guided by the legal framework described in the Bylaws of the Antioch College Corporation. Responsibility for developing and maintaining the academic programs of the College is delegated to the president and to the faculty. This responsibility informs the organization of faculty business and faculty participation in the governance of the College.*

*The system of faculty governance outlined below is built on powers invested in the faculty by the Board of Trustees and the President for the **development and implementation of the curriculum**. It provides a means of communication with other members of the College and of action on behalf of the faculty to determine the educational character of the College.*

*Because the conduct of the faculty's business is the business of all faculty members, the faculty of Antioch College, in approving this system of governance, affirms its **expectation that every faculty member will take part** in the system. This expectation is grounded above all in the faculty sense that duties should be appropriately shared, but also in the recognition that active participation is a responsibility of faculty membership and contributes to faculty development. ([\*Faculty Personnel Handbook\*](#), p. 18)*

This responsibility is further emphasized in the bylaws under Function, Article 1:

*Consistent with the Antioch College tradition and standard of community governance, the instructional faculty and academic dean are authorized and empowered to prescribe courses of instruction within the parameters of degree programs approved by the Board and to adopt academic methods. ([\*Faculty Personnel Handbook\*](#), p. 18)*

Chapter VII: Responsibilities and Rights again emphasizes curriculum oversight:

*The distinctive character of education provided by Antioch College is closely related to the professional lives of its faculty. The single most important responsibility of the faculty is to sustain the quality of academic life. Through the academic divisions, Faculty Assembly and its standing committees, the faculty determines the content of the curriculum, the various manners in which courses may be conducted, the criteria by which students are admitted, the standards for measuring student performance, the requirements for degrees and programs, and all other matters bearing directly on the academic program. ([\*Faculty Personnel Handbook\*](#), p. 15)*

## Curriculum development and implementation

The faculty of the College collectively bears responsibility for the curriculum and its delivery. All academic offerings are approved by the Curriculum Committee, acting for the faculty as a whole. All academic policies, including degree requirements, majors requirements, program requirements and institutional learning outcomes, are approved either by the faculty as a body or by a faculty-led committee assigned to this task. The faculty approves all credit-bearing offerings, including on-campus and off-campus courses. Though only full-time faculty serve

on standing committees, instructors of record are allowed to develop syllabi based on the approved course outline and syllabus template at the discretion of the full-time faculty, per the [Course Syllabus Policy](#).

### **Academic substance, currency, and relevance for internal and external constituencies**

Degree requirements for majors and programs are informed by qualified professors in the field to ensure appropriate preparedness for graduate school or professional careers. Prior to offering a new course, the Curriculum Committee determines how effectively the course attends to the stated learning outcomes; each course must address both program-specific learning outcomes and institution-wide learning outcomes.

#### **2) Assurance of consistency in the level and quality of instruction and in the expectations of student performance;**

#### **Level and quality of instruction**

The faculty ensures consistency in the level and quality of instruction through its Curriculum Committee – a standing committee of the Faculty Assembly. All new courses must be approved by the Curriculum Committee. Each course must follow a faculty-created [Course Outline](#) – a document that lists items that must be included in the syllabi and curricula of all offerings of the same course across all sections, instructors, and delivery styles.

All course outlines and syllabi are approved in a multi-stage process, beginning with full-time faculty, proceeding through the division or program, and ultimately approved by the Curriculum Committee, as outlined below:

1. Full-time faculty create or oversee the creation of Course Outlines
2. Division/Program reviews and approves Course Outline
3. Curriculum Committee reviews and approves Course Outline
4. Instructors of Record create full Course Syllabi (Full-time faculty may create them for part-time faculty)
5. Division/Program reviews and approves Course Syllabi
6. Instructor of Record teaches course once
7. After one course offering, Curriculum Committee reviews and approves Course Syllabus
8. Any changes to Course Outline or Course Syllabus must be approved in the appropriate manner

As specified in its charge, the Curriculum Committee also ensures academic substance, currency, and relevance for internal and external constituencies by reviewing and approving degree requirements, major's requirements, program requirements, and institutional learning outcomes ([Faculty Personnel Handbook](#), p. 21)

#### **Expectations of student performance**

Article 2 of the [Bylaws for Faculty Governance](#) grants faculty the authority to set expectations of student performance:

*The instructional faculty and academic dean shall also determine, in accordance with guidelines established by the Board, the standards of admission, **promotion and graduation of***

*students, and consider all candidates for degrees, earned and honorary. (Faculty Personnel Handbook, p. 18)*

The faculty carries out this role through its Academic Policy and Review Committee. The committee's charge, as outlined in the Faculty Personnel Handbook is to "review and approve curriculum-related petitions, including but not limited to exceptions to curricular requirements and issues related to satisfactory student academic standing" (p. 22).

### **3) Establishment of the academic qualifications for instructional personnel;**

Article 4 of the Bylaws for Faculty Governance establishes the faculty's role in ensuring qualified instructors are hired and retained:

*Functioning through appropriate committees and processes, the Faculty Assembly provides advice or recommendation to the president and the vice president for academic affairs on personnel decisions, policies and practices such as faculty contract renewal, tenure, promotion, faculty hiring, leaves of absence, and appeal. (Faculty Personnel Handbook, p. 19)*

### **Faculty hiring and qualifications**

As stated in the *faculty hiring guidelines*, once a faculty position is approved, a job description is prepared by the faculty of the division in which the position is located. The division then presents the job description to the Faculty Assembly for review, feedback, and, ultimately, approval. Following the guidelines, the minimum required academic degree must be at least one level above the level at which the instructor will teach.

### **Faculty review and promotion**

The president of the College is responsible for the appointment and contract renewal of Antioch College's faculty and for making recommendations on tenure to the Board of Trustees. On matters of faculty appointments, contract renewal, and tenure, the president receives advice and recommendations for appointments from the Faculty Personnel and Policy Review Committee and the vice president for academic affairs.

The Faculty Personnel and Policy Review Committee is the primary vehicle for faculty, administrators, and students to participate in the review and evaluation of faculty. It is charged with reviewing faculty members' renewal or tenure files carefully as the basis for the recommendations they make to the president. While the president takes into consideration the Committee's recommendations, the decision to advance such recommendations to the Board of Trustees remains at the discretion of the president.

The Antioch College Board of Trustees approves tenure and promotion recommendations for teaching faculty, as specified in the College bylaws. In so acting, the Board does not seek to replace the professional judgment of peers and academic administrators but seeks only to satisfy itself that correct procedures have been followed. (*Faculty Personnel Handbook*, p. 13)

### **4) Analysis of data and appropriate action on assessment of student learning and program completion.**

Chapter VII of the *Faculty Personnel Handbook*, Responsibilities and Rights, sets forth the expectation that faculty are to participate in the assessment of student learning:

*All members of the faculty are expected to be well informed about all of the academic programs and policies of the College and to **participate in the assessment of those programs**. The exercise of this responsibility is based on the broad principles of academic freedom, the vigorous pursuit of knowledge, and the free exchange of ideas. (p. 15)*

The faculty does this through its Academic Affairs Assessment Committee (AAAC) – a subcommittee of the Faculty Assembly, independent of the Curriculum Committee as suggested by best practice. The committee’s charge, as outlined in the Faculty Personnel Handbook, is to “oversee all aspects of assessment within the Office of Academic Affairs, including training, implementation, data collection, data processing, reporting, and process improvement” (p. 21). As stated in the [\*Academic Affairs Assessment Plan\*](#), the AAAC communicates its results to all College stakeholders so that improvements can be made (p. 6).

The AAAC has an established membership that is primarily faculty and is chaired by the associate dean of academic affairs who serves in both faculty and administrative capacities. This model ensures faculty ownership of the assessment process while also providing the necessary authority to ensure compliance.

The AAAC is responsible for implementing the [\*Academic Affairs Assessment Plan\*](#). An introduction to the plan communicates the faculty’s philosophy on assessment:

*In order to know whether or not we are living up to our mission, achieving our vision, and educating students well, we must be able to measure student learning and achievement, especially, but not exclusively, as it pertains to the Liberal Arts Learning Outcomes. In order to improve the efficacy and efficiency of our processes, we must be able to understand what, why, and how we do what we do in Academic Affairs. In order to create and deliver the best educational experiences possible, we must be able to experiment and engage in critical self-examination. All of these crucial things, and more, are made possible by thorough and thoughtful assessment. We view assessment as a multi-faceted, multi-leveled, cyclical process with many feedback loops. We believe assessment is an ongoing process that is mission-driven, evidence-based, and action-oriented. We understand that assessment, by its very nature, is never complete, and always seeks improvement. And we know that assessment is best when it is authentic, minimally invasive, and participated in by all. (pp. 4-5)*

As outlined in the [\*Academic Affairs Assessment Plan\*](#), all instructors are required to conduct an assessment of credit-bearing courses at the end of each term. At a minimum, individual courses must assess the Liberal Arts Learning Outcomes that they connect to, as identified in individual course syllabi. All instructors are required to use these data for potential course improvements. All instructors are also strongly encouraged to develop their own internal course assessment methods, which are connected to the individual course learning outcomes also listed on individual syllabi.

The College recognizes the need to balance the integrity, accountability, and improvement-seeking associated with assessment with the flexibility needed to engage in it authentically and regularly. While instructors are allowed to determine the assessment instrument and methodology for their courses, the assessment reports must follow the guidelines set forth in the AAAP – essentially, a short summary of results, the raw data and average scores (stored for future use and deeper investigations as needed), and answers to the five key questions below:

1. What do you want to know, and why?
2. How are you going to find out?

3. Were you able to answer your questions, and answer them meaningfully?
4. What did you find out?
5. What did you do with what you found out?

These assessment reports enable and inform conversations between the Academic Affairs Assessment Committee (AAAC) and the persons or groups who made the reports, in order to close the loop and provide the most effective improvements based on the most meaningful interpretation of the data. This “closing the loop” process is explained further in the AAAP:

### **Assessment: Closing the Loop**

*As discussed in many previous places in this document, the primary means of closing the assessment loop and informing improvement activities are conversations between the AAAC and relevant parties (individual instructors, program personnel, Senior Leadership Team, etc.). While our approach to assessment is mechanically universal, we feel strongly that the improvement activities should not be: there should not be identical responses to all situations. The secondary means of closing the loop are the assessment reports (annual or less frequent) that the AAAC prepares and posts publicly. While important, these are seen as secondary because while they may trigger conversations about improvement, they do not automatically do so. In order to inform this process further, we have created a table which summarizes loop-closing activities, which will be available to all persons involved in assessment activities (Table F2, Appendix F) ([AAAP](#), p. 22).*

Below are examples of improvements that have been made to courses based on assessment data:

- Due to students not developing a better understanding of epistemology, the Philosophy 105 course now includes a focused discussion on a wide variety of branches of philosophy earlier in the course.
- Due to discovering that the liberal arts learning outcome score of critical-thinking skills was lower than other liberal arts learning outcomes in the course, the History 110 course revised its writing assignment instructions to increase the emphasis on presenting evidence and understanding different perspectives.
- Due to discovering that the liberal arts learning outcome score of critical-thinking skills was lower than other liberal arts learning outcomes in the course, the Biology 105 course increased the amount of course work that required problem-solving.
- Due to broad student dissatisfaction with GS 110 (Global Seminar: Water) in Fall 2012, several structural changes were instituted (most significantly, the inclusion of weekly small group discussions following the larger plenary session). Since these changes, aggregate longitudinal data show an increase in student satisfaction.

### **Program completion**

Assessment at the institutional level (bachelor’s degrees) uses both the Liberal Arts Learning Outcomes as well as institutional research data. In addition to measures of the seven outcomes via signature assignments, specific measures of student satisfaction, acceptance rates into jobs/further education, rates of satisfactory academic progress, and overall GPA will also be measured. ([AAAP](#), p.12)

Finally, all instructors, full-time and part-time, are required to participate in periodic workshops on assessment.

### 3. Support Services

- a. Financial aid advising clearly and comprehensively reviews students' eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.**

All students admitted to Antioch College for the first four founding classes (2011-2014) receive the full-tuition Horace Mann Fellowship award. Upon admission, students and their parents receive a *letter from the Office of Financial Aid* detailing the direct and indirect costs associated with an Antioch College education and information about financial aid options, including:

- **The Antioch College Grant:** An institutional need-based award that does not need to be repaid. The grant covers 10-90% of room, board, and fees costs (the exact percentage is determined by financial need as demonstrated through the financial aid application).
- **Antioch College Student Employment:** The College offers optional student employment opportunities based on financial need. Students are employed throughout the College community with weekly work modules of between 10 and 20 hours. Students indicate on the financial aid application if they want to be considered for this program.
- **Federal Financial Aid:** The College does not currently participate in any federal financial aid programs. This includes Pell Grants, Stafford Loans, and private educational loans.
- **Loans:** The College is currently unable to assist students in securing educational loans from private lenders.
- **External funds:** Students may use outside scholarships or private personal loans to pay the balance of their accounts.

Students are required to file the *Antioch College Application for Financial Aid*. After a thorough review, the Office of Financial Aid prepares a *Financial Aid Award Letter* that shows the total amount of aid awarded, the balance due, and payment plan options. Students sign the form, indicating whether they accept or decline the terms and award.

Finally, all admitted students are required to sign the *Horace Mann Fellowship Agreement*. Among other things, the agreement requires students to attest to their understanding of the following:

- That the Horace Mann Fellowship is a full-tuition award package and that I am responsible for the room and board costs associated with attendance at Antioch College. I am also responsible for timely payment of library fees, textbooks, and course materials, and studio/ lab fees.
- That the Horace Mann Fellowship award, along with all external funding (e.g., federal or state aid, scholarships, grants, etc.) will not exceed the cost of tuition and room and board fees at Antioch College.
- That the total value of applicable external awards will be applied to tuition and/or room and board fees before the Horace Mann Fellowship is applied.
- That I am financially responsible for costs associated with domestic and international co-ops and other experiential learning opportunities, including travel, lodging, meals, and all other non-tuition expenses.
- That the standard room and board costs are based on double-occupancy rooms. If the option to secure a private room is available, the additional costs associated with such a space are my responsibility.
- That my fellowship is granted for one year with potential to be renewed for up to three additional years. Eligibility for my fellowship expires after four years from my initial term of

enrollment at Antioch College or until graduation requirements are fulfilled, whichever comes first. If I have not completed my degree program at that time, I will be responsible for the remaining tuition and any additional costs associated with attendance. Repeated leaves may jeopardize my ability to graduate in four years.

The College's financial aid advising role will necessarily evolve when it becomes eligible to administer federal loans and grants. In preparation for this eventuality, the College has invested heavily in providing training for financial aid staff. Most recently, staff attended the Department of Education's Fundamentals of Federal Student Aid Administration workshop. Topics included an overview of the federal aid process, history of Title IV, eligibility for participation, administering the programs, processing student applications, disbursing aid to students and student exit procedures.

#### **b. The institution maintains timely and accurate transcript and records services**

Antioch College maintains timely and accurate transcript and records services through the Office of the Registrar and Academic Services. The *Student Records Policy* states:

*As a matter of course, Antioch College maintains educational records for each of its students. This information is used to document student enrollment, credits, degrees earned, and other matters pertaining to the student's academic progress at the College. It is the joint responsibility of the College and the student to ensure that records are complete and accurate. The Family Educational Rights and Privacy Act of 1974 (FERPA) provides access for students to information about themselves, permits students to challenge information maintained as education records by the institution, and limits the release of such information without the student's consent. The following will serve as a comprehensive statement of Antioch College policy about student records and Antioch College's implementation procedures.*

#### **Academic Records**

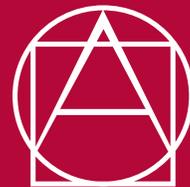
The registrar's office serves as the repository for all official academic records for students at Antioch College. The registrar's office is authorized to issue official transcripts on behalf of Antioch College. It maintains the following types of academic records:

1. Degree plans or other documents setting forth comprehensive student learning objectives;
2. Reports – including grades, narrative evaluations, and class lists reporting credit – which provide documentary support for the awarding of credits and degrees;
3. Transcripts of learning activities;
4. Correspondence relating to student records;
5. Summary biographical data in compliance with federal and state reporting requirements; and
6. Reports of committee or administrative actions regarding student status.

As stated in the *Access to Student Academic Records Policy*, the College responds to student records request as soon as possible, but not later than thirty (30) days from the date of request.

Transcript requests are processed in 5-15 business days, as stated on the *Transcript Request Form*.

C. TEACHING AND  
LEARNING:  
**EVALUATION  
AND  
IMPROVEMENT**



ANTIOCH  
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## C. TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

1. **Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal.)**

Instructors at Antioch College have the authority for the assignment of grades. This is codified in the [Faculty Personnel Handbook](#), Chapter VII: Responsibilities and Rights:

*Through the academic divisions, Faculty Assembly and its standing committees, the faculty determines the content of the curriculum, the various manners in which courses may be conducted, the criteria by which students are admitted, **the standards for measuring student performance**, the requirements for degrees and programs, and all other matters bearing directly on the academic program (p. 15).*

The faculty's authority to assign grades is explicitly stated in the College's [Academic Complaint Policy](#):

*The assessment and evaluation of student performance is the responsibility of the faculty. The faculty member is the sole judge of student performance and only the faculty renders and evaluation of student work and progress in a course or work experience.*

And stated again in the [Course Syllabus Policy](#):

### **Section II. Definition and responsibilities of Instructor of Record**

*[excerpt] Instructors of Record are the sole authority responsible for the assignment of course grades, the assignment of course credit, the writing of narrative evaluations, and the writing of course assessment reports. While the Instructor of Record may involve other individuals in these processes (such as allowing course TAs or classroom assistants to grade homework, students to write narrative self-evaluations to be included in the overall narrative evaluation, etc.), the rights and responsibilities are the Instructor of Record's alone.*

2. **The institution refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.**

Antioch College accepts credit from colleges and universities at the sole discretion of the College on a case-by-case basis. Courses considered for transfer credit must be appropriate for degree requirements at Antioch College. As indicated in the [Transfer of Credit Policy](#), the College does not accept credit for correspondence or remedial courses, ESL courses, CLEP exams, and other types of courses and exams that are not appropriate to its programs. Note that the full policy is available online at [antiochcollege.org/transfer](http://antiochcollege.org/transfer); the sections relevant to this response are included below:

### **Courses and Examinations Not Accepted for Transfer of Credit**

*Antioch College reserves the right to deny credit for courses that are not compatible with those offered in its undergraduate degree programs. Some general categories of courses and examinations never receive transfer credit or, in some instances, receive credit on a restricted basis only (see items marked with an asterisk in the list that follows). Examples of courses and examinations that are not accepted for transfer of credit include:*

- Remedial courses considered below college level (usually numbered below 100);
  - Courses offered for non-credit continuing education units;
  - Courses providing instruction in English as a Second Language (100-level or above);
  - Examinations offered by the College-Level Examination Program (CLEP);
  - Non-academic/vocational-technical courses\*;
  - Competency or proficiency credit earned from an exam at another college or university; and
  - Correspondence Courses.
- \* **Restricted Transfer Credit:** Transfer credit will generally not be awarded for vocational or technical courses. However, a maximum of 10 quarter credits may be awarded in transfer for college-level vocational-technical courses when they have been allowed as electives based upon the established framework of degree programs, policies, and practices at Antioch. When allowed, these credits will apply only toward elective credit.

### Indicators on Transcript

Grades earned at other colleges and universities are not transferable or included in the calculation of grade point averages at Antioch College. Transfer credit for courses must be completed with a minimum grade of 'C' grade. Grades and grade points for courses transferred will not be reflected on the transcript. Transfer credits are recorded with a grade indicator of a "T" and the hours are included in the student's earned hours. Upon review of transfer credit for courses that receive "P," "NP," "CR" or "NC" indicators, only the "P" grade may be converted to a "C" or 2.0 equivalency. Courses with No Pass (NP), Credit (CR) or No Credit (NC) indicators on a transcript under transfer review are not considered transferable.

### Foreign Language Courses

Since Antioch College's language requirement is proficiency based, credit for language courses may be considered as open elective credit only. New and transfer students must take a language proficiency assessment prior to initial enrollment for course-level placement in languages offered at Antioch College. For further information, see the Language and Culture section of the Curriculum Catalog.

### Military Credit

Credits awarded for Armed Forces Training Schools (AFTS) coursework may be considered for transfer credit not to exceed 10 quarter credits. Official military transcripts must be submitted to the Registrar's Office for evaluation prior to matriculation. The American Council on Education (ACE) Military Guide presents ACE credit recommendations for formal courses and occupations offered by all branches of the military. The military guide provides recommendations, however, Antioch has the primary discretion when reviewing and accepting transfer credit based upon the established framework of degree requirements, policies and practices. No credit is awarded for Military Occupational Specialty (MOS) programs.

### Overlapping Content

If a division or program considers two of its courses to have overlapping content, credit will be awarded for only one. For example, if a transfer course in Chemistry has overlapping content in General Chemistry I (CHEM 105) and General Chemistry II (CHEM 160), credit is granted for either CHEM 105 or CHEM 160. Divisions, programs, or courses in which such overlapping occurs, may include, but are not limited to: Anthropology, Biology, Chemistry, Environmental Sciences, Political Economy, Foreign Languages, History, Literature, Mathematics, Media Arts, Performance, Philosophy, Psychology, and Visual Arts.

### **Current Antioch Students**

*Current Antioch College students who complete coursework at another college or university after initial enrollment at Antioch with the intent of transferring credit to Antioch College must obtain prior approval by the registrar. Coursework submitted for transfer that has not been pre-approved are not accepted toward a degree at Antioch College.*

### **Credit for AP and IB Examinations**

*Credits are awarded for appropriate scores earned on Advanced Placement (AP) and International Baccalaureate (IB) examinations. Incoming first-year and transfer students with sufficiently high scores on appropriate AP and IB exams of the appropriate level may receive academic credit for their scores. Credits associated with acceptance of AP and IB scores will be evaluated on a case-by-case basis. Students are encouraged to inquire at the Registrar's Office for more information. Note that credits awarded for exam scores count against a student's total allowable transfer credits, and are subject to all of the policies regarding transfer of credit. Official score results must be submitted to the Registrar's Office. An [AP/IB Transfer Chart](#) is listed on the college website, which identifies approved course considerations and additional specifications in relation to credit for AP/IB examinations.*

### **3. The institution has formal and current written agreements for managing any internships and clinical placements included in its programs.**

Antioch College students are required to complete at least four co-operative education experiences prior to graduation. Faculty and staff in the Cooperative Education program – without the use of third-party placement organizations – assist students in securing appropriate co-op placements locally, nationally, and internationally. The College requires co-op employers to sign a [Memorandum of Understanding](#) (MOU) that defines the relationship between parties and clarifies expectations to help ensure that students can make positive contributions to an organization while acquiring valuable experience. The MOU stipulates that the following components are essential to the relationship:

- A safe and supportive working environment
- Appropriate orientation and clear definition of tasks
- Adequate supervision
- Performance evaluation
- Clear communication

The Office of Cooperative, Experiential and International Education maintains a file of signed MOUs.

### **4. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.**

Antioch College does not offer any programs that involve specialized accreditation or licensing.

**5. Instructors communicate course requirements to students in writing and in a timely manner.**

The faculty adopted a [\*Course Syllabus Policy\*](#) that requires instructors to communicate course requirements to students in writing and in a timely manner:

*All Instructors of Record are required to communicate course requirements to students through syllabi; supplemental documents (such as additional guidelines for assignments, rubrics for how assignments will be evaluated, etc.) are also allowed.*

The College also requires that course syllabi be made freely available to all students who are registered for the course in question, in print or electronic format. Per the [\*Course Syllabus Policy\*](#), acceptable means of syllabus dissemination include:

1. *Distribution in print form on the first day of class, with later distribution for officially registered students who were not there on the first day;*
2. *Emailing an electronic copy of the syllabus to all registered students before the first day of class, with follow-up emails to distribute to students who officially register on or after the first day of class;*
3. *Posting on a course website or learning management system which requires password access;*
4. *If the instructor so chooses, posting publicly on the official College website, or on other appropriate public access websites.*

Additionally, all Instructors of Record are required to provide a brief introduction to the syllabus and the course requirements on the first day of class.

**6. Institutional data on assessment of student learning are accurate and address the full range of students who enroll.**

The College's Academic Affairs Assessment Committee (AAAC) facilitates the collection of data on student learning outcomes related to the educational mission of the College. All instructors of record of credit-bearing courses are required to provide quarterly assessment data to the AAAC for all of their courses. The data are assessed by the AAAC and Institutional Research to ensure completeness and accuracy. Because instructors are required to report assessment data on all credit-bearing courses, the College is certain these data address the full range of enrolled students.

**7. Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.**

Antioch College tracks student retention and persistence, and while it will not have graduates for at least two years, has established completion goals based on data from peer institutions in the Great Lakes Colleges Association (GLCA). Tables B.01 and B.02 reflect these data.

Systems are in place to ensure the accuracy of such data. These include structures such as the Office of Institutional Effectiveness and Research and the Office of the Registrar and Academic Services, as well as technology solutions – primarily CAMS, the College's student information system. The College ensures that reports on student retention, persistence and completion address the full range of enrolled students by requiring that all student information be stored and managed in CAMS. Further, the College's [\*Data Integrity Policy\*](#) requires that all data for external distribution be generated or assessed by the Office of Institutional Effectiveness and Research prior to distribution.

**Table B.01, Persistence and Retention Results**

Class	Average Term-to-Term Persistence	Fall-to-Fall Retention
2015	93%	89.1%
2016	96%	N/A*

\*Data will be available in October 2013 following the fall census.

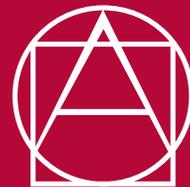
**Table B.02, Graduation Rate Comparison, GLCA and Antioch College**

	4-year Graduation Rate	6-year Graduation Rate
GLCA (average)*	69% (High 83%/Low 53%)	77% (High 88%/Low 61%)
Antioch College	73% (Expected)	79% (Expected)

\*Data from 2011 IPEDS

Upon receipt of the enrollment deposit, admitted students are transferred from the College's prospect portal to its student information system, CAMS. Utilizing the CAMS system, the Office of the Registrar and Academic Services provides regular enrollment reports to the Academic Affairs Administration Team, the Office of Institutional Effectiveness and Research and other parties upon request. These data are assessed by Institutional Research to ensure completeness and accuracy. Because all student information is stored and managed in CAMS, the College is certain these reports address the full range of enrolled students.

D. RESOURCES,  
PLANNING  
AND  
**INSTITUTIONAL  
EFFECTIVENESS**



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## D. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

### 1. The institution is able to meet its current financial obligations.

Antioch College is able to meet its current financial obligations, as evidenced by the following:

- The College has not experienced any operating losses or negative cash flow since re-opening as an independent institution;
- The College undergoes an annual external audit by an independent auditing firm; all audits, FY10-FY13, have been free from any significant findings, as evidenced by a history of *clean audit reports*;
- The College carries no external debt outside of the \$6.2 million interest-only note payable used to purchase the campus and its assets from Antioch University. The note, due August 2017, is fully guaranteed by a private foundation and may be refinanced for an additional five years with the approval of the guarantor;
- The College's endowment, valued at approximately \$44 million, provides additional capacity to undertake the initial campus renovation projects. In a much anticipated event that occurred almost simultaneous with the re-opening of the College, the sale of stock held in the endowment resulted in a \$26.9 million realized gain. The Board of Trustees approved the use of internal endowment loans, commensurate with the amount of realized gain, to fund critical renovations when external revenue is not sufficient to support the required projects;
- The College's composite scores, shown in Table B.03, are strong. The significant increase in the Primary Reserve ratio between FY11 and FY12 is due to the sale of the aforementioned privately held stock in the endowment, which vastly increased the net assets of the College from \$37.7 million in FY11 to \$58.8 million in FY12. In FY13, the Primary Reserve ratio decreased slightly due to the increase in debt from \$6.2 million (external) to \$10 million (internal) for critical capital renovation projects.
- The College invests significantly in the College's educational programs and services, including faculty compensation and benefits, curriculum development, student activities, instructional supplies, and admissions and financial aid. A review of *current and past budgets* shows an increase in spending directly related to the educational program from \$1.2 million in FY11 to a projected \$4.8 million in FY14, not including overhead and capital expenditures such as classroom space and residence halls;
- Following an extensive planning study and a recommendation by the Compass Group, LLC, the College launched a \$75 million fundraising campaign, currently in the quiet phase.
- The College has raised nearly \$50 million since its independence from Antioch University; the most recent fiscal year ended with \$19.5 million in cash, gifts, and pledges – \$8 million above budget and the largest fundraising year in the College's history.

**Table B.03, Composite Scores, FY11-FY13**

Composite Scores, Fiscal Years 2011-2013			
	Audited		Unaudited
	FY 2011	FY 2012	FY 2013
Primary Reserve	1.93	3.43	3.08
Equity	0.8287	0.8802	0.839
Net Income	0.1153	0.3586	0.176
<b>Composite Score</b>	<b>3.0</b>	<b>3.0</b>	<b>3.0</b>

**2. The institution has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.**

The College prepares a budget each year and compares it with budgeted and actual results of previous years, as evidenced by the *Four-Year Comparative Budget*, summarized in Table B.04.

In addition, the Finance Department prepares a *monthly reporting package* that analyzes monthly and year-to-date performance to determine if the College is on track with regard to its budget. This information enables administrators to determine and implement corrective action when necessary. One product of this analysis was the recognition of an opportunity to seek more economical providers for health care and payroll processing. The resulting switch in providers lowered operating costs by \$400,000 in FY13 alone.

**Table B.04, Budget-to-Actual Income and Expenses, FY10 - FY14**

INCOME*	Budget	Actual	Variance
2010	—	\$37,006,034	—
2011	\$8,207,572	\$13,829,876	\$5,622,304
2012	\$32,977,404	\$30,970,637	\$(2,006,767)
2013	\$13,360,153	\$22,913,685	\$9,553,532
2014	\$24,081,924	—	—
EXPENSES	Budget	Actual	Variance
2010	—	\$5,344,483	—
2011	\$6,710,941	\$7,815,574	\$1,104,633
2012	\$8,252,295	\$9,829,969	\$1,577,674
2013	\$11,286,807	\$13,152,098	\$1,865,291
2014	\$15,580,718	—	—

\* Income includes all revenue (fundraising, program revenue, investment gains, and other income)

Revenue variance for 2011 is directly related to realized and unrealized gains on investments. The variances for 2012 and 2013 are due to larger than anticipated donor contributions. Expenses have increased annually primarily due to the continued needs of a start-up operation.

Though accurately predicting operational and capital expenditures is challenging for any start-up organization, the College has made many improvements in its budget allocation, financial controls, and reporting processes – all intended to help bridge the gap between budgeted and actual results:

- A new general ledger system was purchased and implemented in FY 2013;
- Staff capacity was added to the business and financial functions of the College, including a controller and a vice president for administration and finance;
- A budget committee was established in the spring of 2013 to advise and monitor resource allocations;
- A detailed budget based on strategic initiatives was prepared and approved by the Board of Trustees for FY 2014;
- Additional budget and spending policies were implemented to control costs, including a requirement that expenditures of \$1,500 or more be approved by the Office of the Vice President for Administration and Finance; and
- Composite ratios were added to financial reports and are used as a measure of the College's financial health

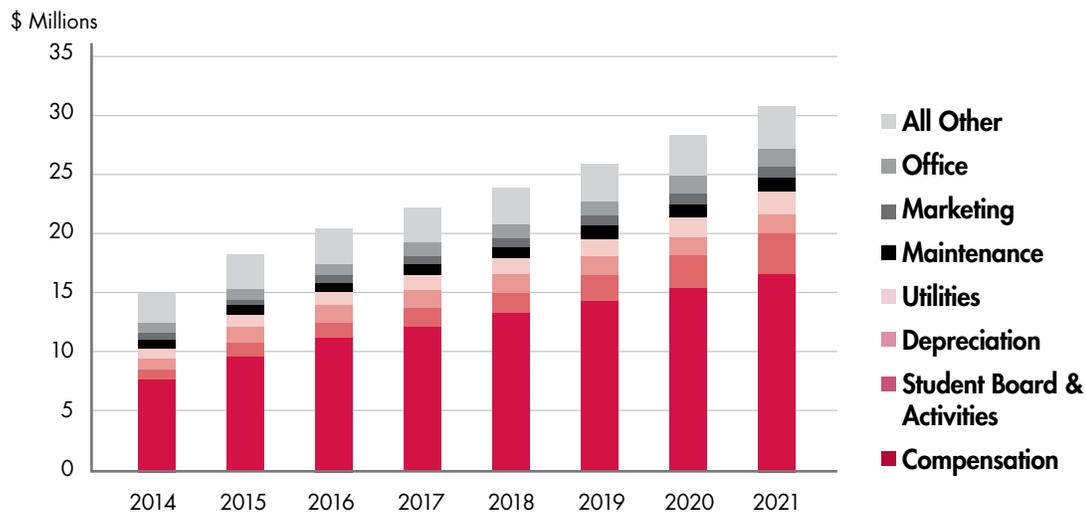
### 3. The institution has future financial projections addressing its long-term financial sustainability.

The *Business and Financial Plan* models the College's future financial capacity by aligning the mission, vision, and strategic priorities of the College with the operational and financial resources required to achieve them. The plan covers seven areas critical to the College's long-term financial sustainability:

1. Human capital development;
2. Revenue and fundraising;
3. Operating expenses;
4. Student enrollment;
5. Campus renovation;
6. Treasury and debt financing; and
7. Investments and endowment.

Highlights from the *Business and Financial Plan* include:

- A projected \$216 million in operating revenue from all sources will be required to fund the College's operational and capital needs over the next eight years (2014-2021); approximately \$84.4 million will be received over that period in student-derived revenue and income from the College's auxiliary programs, with the remaining \$131.6 million from fundraising;
- The total number of students will increase from an estimated 191 in FY14 to 554 by FY21;
- Tuition revenue will steadily increase as the College phases out the full-tuition Horace Mann Fellowship offering, from a modest \$378,000 in FY15 to \$10.5 million by FY21;
- An estimated net realization of \$6,700 per student for room and board is expected;
- FTE employees will grow from 118 at the end of FY13 to 215 FTE by FY21, marking a growth in compensation expense from \$6 million to \$17 million over the plan period (including full-time faculty, support staff, administrators, and curricular asset staff at WYSO, Glen Helen, *Antioch Review*, and Herndon Gallery);
- Executive and administrative positions level out over the plan period, with primary staffing growth in student support services and other professional roles;
- As shown in Table B.05, total operating expenses are projected to grow from \$15.6 million in FY14 to \$30.9 million by FY21, with compensation expenses representing the largest cost (54%);
- Selective borrowing from the endowment assets will be utilized to fund critical capital renovation projects. These internal loans will incorporate market rate loan and term structures, generally 4.5% interest with a 20-year amortization and ten-year repayment;
- As tuition revenue increases, required major gifts decrease to a sustainable level of \$9.3 million in FY21.

**Table B.05, Operating Expense Projections, FY14-FY21**

Anticipating the impact of a growing student body, the College *modeled enrollment projections* through 2035. While there is recognition of the considerable uncertainties to the longer-range dates, this effort was a crucial connector between the plans for enrollment, curriculum, finance, and facilities. Specifically, the analysis indicates that the College can support academic spaces – including classrooms, laboratories, studios, and offices – for approximately 550 students by utilizing three of its core teaching buildings, McGregor Hall, South Hall, and the Science Building. To sustain 550 students will require an additional 220 beds in new or renovated dormitories. Projecting modest enrollment growth of up to 25 additional students per entering class, the College would reach this plateau in 2021. At that time, the core buildings on campus would include four dormitories, three classroom/office buildings, and a partially renovated theatre and a fully renovated Wellness Center. The dormitories and classroom buildings would each be near their maximum efficiency at this time. Further, the *Business and Financial Plan* projects an achievable annual fund goal of \$3.4 million for FY21 and a requirement for major gifts that is well within the College’s capacity, as shown in Table B.06.

**Table B.06, Operating Revenue Projections**

(\$ 000's)	Program & Grants	Tuition	Room & Board	Annual Fund	Major Gifts	Total
<b>2014</b>	\$2,815	0	\$878	\$2,426	\$17,204	\$23,325
<b>2015</b>	\$3,398	\$378	\$1,270	\$2,547	\$16,548	\$24,144
<b>2016</b>	\$3,596	\$1,690	\$1,526	\$2,675	\$15,475	\$24,963
<b>2017</b>	\$3,797	\$3,168	\$1,721	\$2,808	\$15,065	\$26,561
<b>2018</b>	\$4,015	\$4,957	\$1,948	\$2,949	\$13,529	\$27,400
<b>2019</b>	\$4,279	\$7,154	\$2,414	\$3,096	\$11,295	\$28,239
<b>2020</b>	\$4,580	\$8,776	\$3,007	\$3,251	\$10,570	\$30,186
<b>2021</b>	\$4,905	\$10,512	\$3,627	\$3,414	\$9,326	\$31,785
<b>Total</b>	<b>\$31,389</b>	<b>\$36,636</b>	<b>\$16,395</b>	<b>\$23,171</b>	<b>\$109,015</b>	<b>\$216,606</b>

Additionally, Table B.07 illustrates considerable improvement in expenses and other metrics per student as enrollment grows and the College reaches economies of scale.

Table B.07, Financial Snapshot

	2014	2015	2016	2017	2018	2019	2020	2021
<b>Total enrolled students</b>	191	249	280	302	329	391	471	554
<b>Total operating expense per student</b>	\$81,574	\$76,228	\$75,201	\$75,586	\$74,615	\$67,903	\$61,159	\$55,904
<b>Endowment per student</b>	\$224,929	\$172,795	\$153,313	\$143,233	\$132,350	\$111,929	\$93,209	\$79,328
<b>Fundraising per student</b>	\$102,780	\$76,693	\$64,824	\$59,188	\$50,089	\$36,807	\$29,346	\$22,996

The College will require substantial fundraising in the years leading up to the steady-state point of 554 students in FY21. As discussed in [DI](#) of the Assumed Practices, the College has met or surpassed its fundraising challenges to date, ending FY13 with \$19.5 million in cash, gifts, and pledges and marking a new record of fundraising in a single fiscal year. More importantly, the College has a [plan](#) for securing the additional funds required to sustain the institution in the future. Major tenets include increasing support from alumni through a comprehensive fundraising campaign, cultivating additional mission-driven philanthropists from outside the alumni community, and increasing the capacity of the advancement staff and the Board of Trustees.

The College is poised to reap increased financial support from a loyal and generous alumni base that, since 2009, has demonstrated its commitment to the re-creation of Antioch College. The [planning study](#) conducted by the Compass Group, discussed in [DI](#), confirmed there is substantial capacity among the College's 17,000 alumni. More than 27% made a gift to the College in FY13, placing Antioch on par with many elite liberal arts colleges on this statistic and representing more than twice the national average for alumni participation among all colleges and universities. However, for giving levels to reach their potential, more time – and for some, more proof that the College is meeting critical benchmarks such as accreditation – is needed.

The fundraising plan also calls for cultivating mission-driven prospects from outside the alumni community. As discussed in the [introduction](#) of the Self-Study Report, we believe the College and its focus on new and better ways of living will prove an attractive investment for individuals and foundations interested in progressive higher education and committed to sustainability.

A well-connected presidential advisory group has been established to identify and cultivate philanthropists and foundations with the capacity to make major donations to critical innovations at Antioch. Members include:

- Greg Avis, founder of Summit Equity Partners and Chairman of the Board of Williams College;
- Max King, former President of Pittsburgh's Heinz Endowments and former Chair of the National Council of Foundations;
- Richard Socarides, Democratic political strategist, New York attorney and former Senior White House Advisor to President Bill Clinton;
- Barbara Winslow, Chair of the Board of Trustees Committee on Advancement, Trusteeship and Governance, and experienced philanthropist;

- Alan Webber, former editor of the *Harvard Business Review* and founder of *Fast Company* magazine; and
- David Golden, Executive Chairman of Code Advisors, a next generation merchant bank.

A strategic initiatives document, *New and Better Ways at Antioch College*, has been developed to aid in this work. The proposal outlines a new model for applied liberal arts education for the 21st Century and includes opportunities to support curricular innovations in Global Seminars and language learning, to expand the integration of academics and experiential learning, and to create a new model for student success that stretches from recruitment through graduation into early employment. The document, currently in production, will be available in the Resource Room during the site visit.

A third tenet of the plan calls for expansion of the Advancement staff and the Board of Trustees. Five members have been added to the Board in the last six months, all of whom offer their own financial commitments while also bringing substantial capacity as “door openers.” The Office of Advancement will also grow, adding five positions by FY15 to ensure adequate capacity to achieve the College’s ambitious fundraising goals.

Finally, the Board and College leadership recognize that long-range planning – beyond the eight-year horizon – is crucial to institutional success. The primary focus to this point has been identifying the stable state of the institution and developing a comprehensive financial model to serve as a guide through FY21. It is anticipated that longer-term growth, enabled by another capital campaign, would take place in 2024-2030 and facilitate expansion to a student body of approximately 1,000 students. Additional modeling is necessary to determine the financial sustainability of the College at this size.

#### 4. The institution maintains effective systems for collecting, analyzing, and using institutional information.

Antioch College utilizes two primary bodies for collecting, analyzing, and using institutional information:

- **Academic Affairs Assessment Committee:** A subcommittee of the Faculty Assembly responsible for program and academic review and assessment of student learning in all educational offerings (classroom, co-op, community, etc.). Table F2 in the *Academic Affairs Assessment Plan*, pp. 51-52, provides a summary of assessment activities, including responsible parties, collection timelines and possible improvement activities.
- **Office of Institutional Effectiveness and Research:** An administrative office responsible for the collection, analysis, and use of institutional information, including monitoring of the College’s strategic plan and key performance indicators.

Staff members in Institutional Effectiveness and Research serve on and provide support to faculty and administrative committees across the institution, including Senior Leadership Team, Academic Affairs Administration Team, Academic Affairs Assessment Committee, Budget Committee, and Self-Study Steering Committee. This provides a necessary conduit for data to inform important planning and budgeting decisions each year.

The College’s spirit of collaboration is noted in the introduction to the *Academic Affairs Assessment Plan*:

*Our Academic Affairs Assessment Plan (AAAP) is non-invasive, multi-level, universal, and uses parallel and perpendicular information streams to make informed curricular improvement*

*decisions within Academic Affairs. This Plan centers around capturing data regarding the Liberal Arts Learning Outcomes and other streams at all three levels of assessment (course, division/program, and institution) using the fewest number of minimally-invasive methods. This Plan is administered by the Academic Affairs Assessment Committee (AAAC), which is responsible for all aspects of assessment within Academic Affairs. While we believe strongly in making data-driven decisions, we also firmly believe that there should be no automatic, universal response to any particular set of findings. **Data must be put into context for it to have true meaning, and thus conversations between the AAAC and the relevant parties are the primary (but not only) means of closing the loop and providing feedback for improvement. It is not enough simply to note areas of concern or suggest curricular improvements; these suggestions must follow with action outside of the curriculum, as needed. Organizationally, this Plan aims to institute processes that foster and facilitate a learning organization. This Plan promotes cooperation and coordination among the various institutional levels, as well as between academic programs and support/staff administrative functions. This Plan establishes lines of communication between curricular delivery personnel, support staff, and administrative leadership, so that any curricular assessment findings can be met with the support, personnel, and leadership necessary to carry out the needed improvements. Finally, no Plan would work without having a vibrant, supportive culture in place. Building an infrastructure for assessment is a necessary, but not sufficient, condition for planning and implementing a sustainable, responsive system of assessment. Success requires a supportive culture of assessment that is congruent with the basic values, mission, and vision of Antioch College. The strong sense of community felt by all members, including faculty, staff, and administrators inspires our commitment to providing our students with a high-quality, transformational educational experience, and this commitment sustains the needed culture of assessment and drives our improvement activities.** (p. 5)*

This informal process allows for the flexibility and responsiveness required in the early stages of rebuilding the College. Many examples of using institutional information to drive improvements are provided in the [Self-Study Report](#), such as the decision to modify the academic calendar and to accelerate the faculty hiring plan, and serve as a testament to the system's effectiveness. A more formal process and timeline for linking assessment of student learning, evaluation of operations, planning, and budgeting will be developed as the College grows in size and complexity.

The College has invested in several tools to support data collection and analysis, including:

- Slate (CRM/prospect communications portal)
- CAMS (student information system)
- Raisers Edge (alumni and donor database)
- Great Plains (financial and accounting software)
- SPSS Statistics (data analysis software)
- Survey Monkey (survey tool)
- Microsoft Excel (spreadsheet and data organization)

5. **The institution undergoes an external audit by a certified public accountant or a public audit agency of its finances separately from the finances of any other related entity or parent corporation. For private institutions the audit is annual; for public institutions it is at least every two years.**

Each year since its independence, Antioch College has undergone an external audit by Clark Schaefer Hackett, recognized among the top 60 CPA firms in the nation. [Audits](#) for fiscal years

2010, 2011, and 2012 (including the College's wholly-owned subsidiary, the Continuation Fund, Inc.) have been clean, with the firm stating that "the consolidated financial statements referred to present fairly, in all material respects, the financial position of the Antioch College Corporation and related subsidiary. . . and the changes in their net assets and their cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America."

- 6. The institution's administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. (An institution may outsource its financial functions but must have the capacity to assure the effectiveness of that arrangement).**

The College's *senior administration team* includes a chief executive officer, chief financial officer, and chief academic officer.

**Mark Roosevelt** was appointed president and chief executive officer by the College's Board of Trustees in December 2010. An education reformer, teacher, and political activist, Roosevelt has a remarkable record of bringing people together to accomplish difficult goals. As a freshman legislator in Massachusetts, he became the chief sponsor of a bill to grant basic civil rights to gay men and women, a bill that had failed to pass the legislature for 28 years. He built a coalition across ideological lines and guided the bill into law just two years later. Appointed chair of the legislature's Education Committee, he co-authored and served as chief sponsor of the Education Reform Act of 1993, a national model for comprehensive state action to guarantee school districts the equitable resources and accountability measures necessary for school improvement. Massachusetts now leads the nation in virtually every category of educational achievement. For a five-year period beginning in 2005, he served as superintendent of the Pittsburgh Schools. There, he worked with the Pittsburgh Federation of Teachers to create a collaborative model for school district reform. During his tenure, the district won highly competitive grants from the Bill and Melinda Gates Foundation and the Obama administration to foster and reward teacher effectiveness. He also raised more than \$175 million to guarantee college scholarships to Pittsburgh public school graduates. Since 2008, more than 4,000 students have attended college as part of The Pittsburgh Promise. Roosevelt holds bachelor's and law degrees from Harvard University and is a graduate of the Broad Urban Superintendent's Academy. He has taught political science at Brandeis University, where he was also the director of the Gordon Public Policy Center, and taught a course on the intersection of American history and public policy at Carnegie Mellon University's Heinz Graduate School of Public Policy.

At Antioch College, Roosevelt has supported the faculty in the delivery of a revamped curriculum and led a campus-wide strategic planning process to drive programmatic and financial decision making. He negotiated an agreement between the College and Antioch University that transferred ownership of NPR affiliate station WYSO-FM to the College and eliminated any future rights of the University to have claim on Antioch College's campus or endowment. During Roosevelt's tenure, the College's student body has more than tripled and town-gown relations have been greatly enhanced. More than \$31 million in capital renovation projects are in-progress or have been completed, including historic North Hall, the Science Building and the Wellness Center.

**Valerie Webster** is the College's Vice President for Finance and Administration and chief financial officer. An organized and detail-oriented strategic leader, Webster brings experience as a chief financial officer, project management leader, and operational manager. She was

previously the chief financial officer at Cincinnati Incorporated, where she was responsible for the administrative, human resources, information technology, financial, and risk management operations. For a two-year period beginning in 2009, she was the chief financial officer at Advanced Testing Laboratory, where she oversaw accounting and administration, managed and forecasted cash flow, and contributed to fundamental characteristics of growth and stability. As the vice president for administration and chief financial officer at Endeavor Construction, Webster managed all financial and general accounting activity, and she provided leadership and training to accounting and project management teams to build and implement effective strategies. She also held financial and operational directorships at Doubletree Hotels and LM Sandler and Sons. Webster has an associate degree in accounting from Oakland College Auburn and a bachelor's degree in business administration from the University of South Florida.

**Hassan Rahmanian** is the College's Vice President for Academic Affairs and chief academic officer. He was a member of the faculty at Antioch College from 1986 until it closed in 2008. An associate professor of business, he chaired the management program and coordinated the Department of Social and Global Studies. At the closing of the College, Rahmanian served as a member of its Executive Collective of the Nonstop Liberal Arts Institute before accepting a post as senior director of institutional research and evaluation at Pacifica Graduate Institute in Carpinteria, California. Rahmanian earned BA and MA degrees in economics at the University of Tehran, and a PhD in public policy research and analysis at the University of Pittsburgh.