

 **COPY**

REPORT OF A
COMMISSION-MANDATED FOCUSED VISIT

Advancement Section

TO

ANTIOCH UNIVERSITY
Yellow Springs, Ohio

April 10-11, 2006

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

Gail M. Jensen, Associate Dean for Faculty Development and Assessment, Creighton
University, Omaha, NE, 68178

Robert W. Nienhuis, Executive Vice President and Chief Academic Officer,
Cornerstone University, Grand Rapids, MI, 49525

Larry J. Davidhizar, Dean of Faculty, Moody Bible Institute, Chicago, IL, 60610
(Chairperson)

ADVANCEMENT SECTION

CONSULTATION OF TEAM

A. Observations of Team Regarding Area(s) of Focus

The financial health of Antioch University is generally quite good but the financial health of Antioch College is very poor. For several years, the non-residential campuses have been responsible for supporting the College. However, the Comprehensive Visit of 2003 has served as a wake-up call for the university in general and the Board of Trustees in particular.

Clearly, the university's Board of Trustees has accepted responsibility for the condition of the College and is determined to address its deficiencies. The Board is to be commended for its willingness to invest significant time and resources into the plan to revitalize Antioch College.

In addition, the new President of Antioch College brings a vibrant vision and a clear path to financial stability. He is laying a solid foundation for the future and brings considerable energy and enthusiasm to his role. With the support of the Board of Trustees, there is considerable potential for success of the upcoming funding campaign.

Finally, the Vice Chancellor and Chief Financial Officer seems to possess the financial acumen, the necessary understanding of higher education finances, and the requisite 'steel will' to wrest the budget under control. Under his direction, a new budget process is in place, a series of decisions have been made concerning the long-term debt, and a reporting structure has been implemented which keeps the Board of Trustees and senior administration informed on the budget on a monthly basis.

It cannot be emphasized enough that many of the existing facilities are in need of upgrade or replacement. Improvement in this area will enhance recruitment and retention.

The recently adopted six liberal arts learning outcomes for Antioch College provide an excellent foundation for building the assessment program. While faculty are well aware of these learning outcomes, students expressed less specific understanding of the learning outcomes. There are many ways to facilitate student engagement and understanding of their learning goals. For example, these learning outcomes could be used to ground the structure of student learning portfolios. Students would then bring forward evidence (including reflection on their learning) in support of these outcomes. The continued work and development of the assessment program along with the new curriculum will also provide opportunities for faculty in the scholarship of teaching, learning and assessment.

Given the current requirements for senior projects and capstone courses, there are rich existing data sources to "mine" for evidence of student learning and performance. Systematic review of a sub-sample of existing documents or projects could be used to develop rubrics or standards for assessment of student performance. A focus group interview with a group of experienced faculty could also be used to verify rubrics. Overall, as cited in the assessment audit, there are many examples of embedded assessment in the Antioch learning environment. The next steps are uncovering these tools and linking them more formally to the new learning outcomes.

B. Consultations of Team

Antioch College, in an attempt to increase enrollment, has embarked on a challenging journey when it comes to the tuition discount rate with an anticipated ceiling of 41% in 2009-2010. The entering class of 2001 had a discount rate of 57% so Antioch College is walking the tightrope of increasing enrollment in a competitive market while at the same time facing the realities of budget shortfalls.

The Team recommends that the College give consideration to rethinking the wisdom of a tuition discount rate of 41 per cent in a few years. As the endowment grows and as retention efforts succeed there might be a day for further reduction of the discount rate. A review of the rate by institutions in its peer group will continue to be beneficial and the ongoing consideration of additional means of funding for the College will be prudent.

Recent improvements to the Science Building and one residence hall have been well received but have also served to accentuate the necessity of additional facility improvements across the campus. Worthy of particular commendation is the excellent technology which has been installed in the learning environment for first year students. This will be a boon to students and faculty alike.

However, without additional technology upgrades to the rest of the classrooms, this initial work is likely to create dissatisfaction as the first year students exit their technology-rich learning environments for the more traditional classrooms which suffer from a paucity of technology. The faculty is well aware of the disparity between the first year learning environment and the balance of the classrooms and they lament the difference.

The Team recommends that the College continue to move quickly to develop and install a base level of technology in all the classrooms and that the faculty be given training in the proper use of the technology to enhance student learning. Student and faculty satisfaction and retention requires that standards for classroom technology be adopted and adhered to across the campus, not just in the first year learning environment.

Antioch University is a multi-campus institution with a diverse and talented faculty who are doing some excellent work in assessment of student learning. Continued efforts for meeting and sharing assessment activities and ideas across campuses as done the last three years will benefit all members of the University. Development of electronic portfolios across all campuses may also facilitate sharing of assessment ideas as well as evidence in support student learning consistent with your institutional mission.

There appear to be several new, young faculty members at Antioch College, which argues well for the future. The current and continued focus on assessment activities also provides an excellent opportunity to facilitate effective teaching. Providing faculty with ideas and tools for assessing student learning in their classrooms, seminars and laboratories will ultimately enhance their teaching. While critical reflection is part of the Antioch culture, this appears to be much more implicit than explicit. Structured conversations or seminars on the pedagogy of reflection may lead to new understandings across the campus community on what reflection is and how it is best facilitated across students and faculty.

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

INSTITUTION and STATE: Antioch University, OH

TYPE OF REVIEW (*from ESS*): Focused Visit

DESCRIPTION OF REVIEW: A visit focused on resources, planning, budgeting, development, enrollment and assessment.

DATES OF REVIEW: 4/10/06 - 4/11/06

Nature of Organization

LEGAL STATUS: Private NFP

TEAM RECOMMENDATION: no change

DEGREES AWARDED: B, M, D

TEAM RECOMMENDATION: no change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: None.

TEAM RECOMMENDATION: no change

APPROVAL OF NEW DEGREE SITES: No prior Commission approval required for Antioch-Seattle, WA and Antioch-Santa Barbara, CA to offer the Doctor of Psychology (PsyD) degree, and BA and MA site based programs for educators in the state of Washington.

TEAM RECOMMENDATION: no change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required.

TEAM RECOMMENDATION: no change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: Progress reports on finance and assessment of student learning due by July 31, 2009.

OTHER VISITS REQUIRED: Focused Visit: 2005 - 2006; A visit focused on resources, planning, budgeting, development, enrollment and assessment.

TEAM RECOMMENDATION: None

Summary of Commission Review

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS
YEAR OF LAST COMPREHENSIVE EVALUATION: 2002 - 2003

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2012 - 2013

TEAM RECOMMENDATION: no change

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: Antioch University, OH

TYPE OF REVIEW:

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	0	
Bachelors	27	
Programs leading to Graduate		
Masters	38	
Specialist	0	
First Professional	0	
Doctoral	4	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	Yellow Springs (Antioch College) ; Yellow Springs (Antioch University McGregor)	
Sites:	None	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	Culver City, CA (Antioch Southern California) ; Santa Barbara, CA (Antioch Southern California) ; Keene, NH (Antioch New England Graduate School) ; Seattle, WA (Antioch University Seattle)	
Sites:	Saco, ME (C.K. Burns School) ; Poultney, VT (Poultney High School) ; Springfield, VT (River Valley Technical Center)	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change:

(+ or -)

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I. Context and Nature of Visit

A. Purpose of Visit

In October 2002, Antioch University (AU) underwent a comprehensive evaluation visit as the five campuses welcomed a total of fourteen peer reviewers. While not all the evaluators visited the Yellow Springs, OH campuses, it is interesting to note that there was agreement on the many challenges facing the University. The team recommended the next comprehensive visit for 2012-13 with a focused visit early in the ten-year cycle. The focused visit in April 2006 was unusual in its extent as it covered several areas of key importance to the ongoing health of AU. The 2002 comprehensive team recommended a focus visit in three areas: 1) adequacy of resources to achieve institutional objectives; 2) effectiveness of linking planning, budgeting, development and enrollment management; and 3) implementation of assessment of student learning. In the team's report there was the challenge that if AU "does not show progress in these areas, the date of the next comprehensive visit should be moved forward." The leadership of Antioch University took these challenges seriously and was well prepared for the focus visit.

B. Accreditation Status

Since the 2002 comprehensive visit, Antioch was given HLC approval to offer the Psy. D. degree at the Santa Barbara, CA campus. A monitoring report was also filed in September 2003 declaring that Antioch University had legal authority to operate in every state in which it offers educational programs. This monitoring report was in response to the comprehensive evaluation visit in 2002.

C. Organizational Context

As previously mentioned, the recommendation of a focused visit by the 2002 team and the scope of such a visit spurred AU and all of its constituencies into action. An audit of all assessment activities at each campus was completed by an assessment professional. Trustees mandated a Renewal Commission to develop a plan, strategy, and timetable for the renewal of Antioch College. Budgeting, planning, development, and enrollment management strategies have all changed in three years. Consultants have been hired, staff sizes increased or reduced depending on need, and undergraduate curriculum at the College has been changed---all of these efforts to make the College more viable.

D. Unique Aspects of Visit

Antioch is a unique university. Aside from its historic mission steeped in the values of Horace Mann, the five campuses are autonomous in organization. Each campus has its own president, academic dean, and distinct shared governance structure. The presidents were interviewed as a group during the focus visit. Antioch University has an acting Chancellor and is close to naming a permanent one. Roughly two-thirds of the

enrollment of AU is composed of graduate students taking classes away from the College in Yellow Springs, OH. The College itself once having a full-time enrollment of 2700 has reduced in size by seventy-five percent. To protect the other campuses, the Board of Trustees has taken invasive action to correct the problems at Antioch College (the undergraduate campus) and in essence protect and save the University. Following the 2002 NCA final report, the University Leadership and the Board of Trustees created a Renewal Commission for Antioch College to address enrollment issues. While the verdict is still out as to the success of the Renewal Commission, the Board of Trustees (primarily AU graduates) is committed to the success of the traditional Antioch College and its mission at the undergraduate level. So much so that the Board and the Renewal Commission bypassed the lengthy shared governance process for which Antioch has been known. While some of the constituencies have sacrificed during this time, most agree that this intervention has put Antioch College and hence the University on a road to health.

E. Interactions with Organizational Constituencies

1. Board of Trustees (4) [chair, chair of finance committee, chair of academic affairs committee, former board chair]
2. Acting Chancellor/President, Seattle Campus
3. Dean of University-wide programs
4. Campus presidents and Deans (6)
5. Antioch College faculty (8)
6. Antioch College students (7)
7. Enrollment Management administrator
8. Co-chair University Assessment Task Force; author of University Assessment audit
9. Chair, Assessment committee, Antioch College
10. Vice Chancellor and Chief Financial Officer
11. Chair of Finance Committee, Board of Trustees
12. Director, Auxiliary Services and Purchasing
13. Archivist
14. President, Antioch College
15. Acting Vice President for Development

F. Principal Documents, Materials, and Web Pages Reviewed

1. New four-color promotional viewbooks (2)
2. Mailers
3. College Marketing and Communication Plan 2005-2008
4. Enrollment Management Admissions Plan
5. Enrollment Management Retention Plan
6. Antioch College Renewal Commission—Final Report to the Board of Trustees, 6/04
7. Antioch Strategic Plan, 2006-2010
8. Antioch College Information Technology Plan, 2005-2010
9. Antioch College Facilities Planning: Campus Master Plan
10. Antioch College
Assessment materials/minutes for 2003-2004; 2004-2005; '05-'06

- ACT-CAAP Critical Thinking Assessment data
- ACT-CAAP Writing Assessment data
- Critical Thinking Direct Evidence
- Writing Direct Evidence
- CIRP data 2001-2005
- CIRP Trends data
- NSSE data 2000-2005
- Narrative evaluations
- 11. Antioch McGregor
 - Assessment materials for School of Management; School of Liberal Studies; School of Education
- 12. Antioch Seattle
 - Assessment materials for BA Completion Program; Education Center; Center for Creative Change; Psychology Centers
- 13. Antioch Santa Barbara
 - Assessment materials for PsyD Program; Master of Arts in Psychology, Organizational Management, Education; Bachelor of Arts Program;
- 14. Antioch Los Angeles
 - Assessment materials for Master of Fine Arts; Master of Arts in Psychology; Organizational Management; Education/Teaching Credential; Bachelor of Arts in Liberal Studies
- 15. Antioch New England
 - Assessment materials for student learning
- 16. Antioch University, PhD Leadership and Change Program
 - Assessment materials
- 17. Examples of student work and capstone samples
- 18. WebPages for all Antioch campuses; Antioch University
- 19. Facilities Planning: Campus Master Plan
- 20. Financial Planning: Narrative and Documents
- 21. Audited Financial Statements, Years Ending June 30, 2003, '04, '05
- 22. Capital Campaign Information 2002—March 2006
- 23. Campaign Reports to Board of Trustees 2002—February 2006
- 24. Renewal of Antioch College & Comments from External Experts

II. AREA(S) OF FOCUS

A1. Statement of Focus

In 2002, the Higher Learning Commission conducted a comprehensive visit of Antioch University. The report of the visiting team noted concerns in the area of Financial, Human and Physical Resources. Specifically, the team cited a lack of financial resources and repeated operating deficits along with deferred maintenance and the deterioration of existing facilities in their report. The purpose of the 2006 Focused Visit was to review the plans and progress that Antioch University has made to address these deficiencies. The primary focus of the visit was the financial stability and attention to facilities on the campus of Antioch College.

B1. Statements of Evidence

Evidence that demonstrates adequate progress in the area of focus

- After multimillion dollar budget deficits in 2001 and 2002, the university has had two consecutive years of budget surpluses (2003 and 2004) and anticipates another budget surplus in 2005.
- The endowment value has grown from \$19.347M in June, 2001 to \$31.952M in June, 2005. A sixty percent increase in four years.
- A Vice Chancellor/Chief Financial Officer has been hired bringing a strong background in higher education finances and a firm will to keep the finances in proper order.
- A refinancing of bonds has resulted in a \$125,000 annual reduction in long-term debt (from \$872,853 in 2003 to \$745,303 in 2005).
- The development of a Sustainability Budget Model and Dashboard Indicators to monitor progress.
- The Board of Trustees is actively engaged in oversight of the Antioch College budget by regular communication with the College Advancement Office.
- The Advancement office has been expanded and reorganized and is being structured in relationship to campaign priorities.
- The Board of Trustees is heavily involved in fund-raising for the College and has been personally generous in support of the College.
- The President of Antioch College has embraced the challenge of adequate funding for the school and is an articulate spokesperson on behalf of the College.
- The Science Building and one residence hall have been partially renovated this past year in part to service the revised curriculum and in part to begin the many capital improvements that are necessary.
- The presidents of the non-residential campuses are supportive of Antioch College and believe that they will benefit from a stronger College, thereby allowing the Board of Trustees to give focused attention to the College.
- The support from the non-residential campuses has been capped, making the College more responsible for its own financial health and allowing the non-residential campuses to begin to build their own reserves and initiate their respective strategic plans.

Evidence that demonstrates that further organizational attention is required in the area of focus.

- A significant drop in the 2005-2006 enrollment, though not unexpected by the administration due to curricular revision, must be turned around in subsequent years of the College is to remain viable.
- The reduction of dollars expected from the non-residential campuses to Antioch College is a right and sound decision but the ability of the College to remain financially sound without those dollars demands watching.
- The College has benefited from numerous grants but the ability to sustain its programs and balance its budget by revenue from enrollment and the annual fund continues to demand careful attention.
- A new Director of the Annual Fund has been appointed and charged with raising \$1.3M annually, a reasonable but challenging amount of money.

- A new president and advancement staff have developed a strategic plan to rebuild relationships with College alumni and donors. The ability to regain their financial support is yet to be realized.
- Deteriorating facilities and deferred maintenance continue, calling into question the ability of the College to attract and retain students in sufficient numbers.

Evidence that demonstrates that further organizational attention and Commission follow-up are required.

- The enrollment projections for 2006-2007 are positive and trending in the right direction but the ability of the College to attract and retain students in sufficient numbers remains to be seen.
- The capital campaign is being rethought and revised and likely will be increased by \$45M and extended by two years, to January 2009. Since half of these new dollars will be dedicated to facilities, it will be important to monitor the success of this campaign.

C1. Recommendation of Team

A progress report is due July 31, 2009. This report will show the increased financial stability of Antioch University. More specifically it will report on the capital campaign, endowment growth, and the health of Antioch College including financials, capital improvements, and enrollment and retention figures for the years 2006-2009.

D1. Rationale for Team Recommendation

The visiting team believes that Antioch University has sufficiently demonstrated that the criteria for accreditation are being met with continued improvement and growth needed in the areas of financial, human, and physical resources. This focused visit was unique in that it covered many basic criteria essential to a healthy institution, specifically, financial resources, planning, development, budgeting, and enrollment. For the last three years, the board of Trustees, administration, faculty, and staff have worked diligently in not only renewing the College, but in developing infrastructure that will preserve the health and autonomy of the existing campuses. Exciting interviews with the leadership of the Board, campus presidents, deans, faculty, and students affirm that Antioch University is committed to a wholly healthy institution.

A2. Statement of Focus

The 2002 comprehensive visit also challenged the effectiveness of the linking across planning, budgeting, development and enrollment. While there is some overlap with the focus on financial and physical resources, this visit revealed a set of planning goals to guide the next several years. The Board of Trustees and the campus presidents have taken planning very seriously with each campus developing a well-documented strategic plan and the board of trustees taking invasive action by mandating the Renewal Commission of Antioch College. Hence there can be little argument the financial issues along with the decreasing enrollments at the College are inextricably intertwined. While the outlying campuses of the University have had somewhat flat enrollments over the past three years, they

nevertheless have produced revenue sufficient to not only sustain their respective growth but to also share with the College. The College, on the other hand, with a major curricular revision, has weathered declining enrollment through the transition and is now poised for the move to health over the next six to eight years.

B2. Statements of Evidence

Evidence that demonstrates adequate progress in the area of focus.

- Renewal Commission of Antioch College is in its second year implementation and interviews with the Board of Trustees have confirmed plans for a new comprehensive University planning document that is "in process, long-term, and integrated."
- Since 2003, there have been substantial increases in Admissions staff and operating budgets with applications for 2006 up 500%.
- Recruitment has more information technology support than ever and is more strategic and cost-effective.
- Selectivity and retention have shown improvement over the last two years
- Two college "teams"---Enrollment Management Group and Customer Service and Retention Group---formed as a result of the Renewal initiative are on task and on target in creating systems and a culture to encourage persistence.

Evidence that demonstrates that further organizational attention is required in the area of focus.

- Antioch University is a loosely coupled and complex institution and its commitment to strategic planning is well evidenced on the individual campuses, but it is just beginning to wrestle with the impact it has or does not have on resources and enrollment at the University.
- Documents show that each campus has initiated various actions to address the enrollment picture long term.
- Re-branding the College with the help of an outside marketing firm is underway and the public relations/marketing budgets have never been higher.
- The curricular change made recruitment challenging but with its commencement the inquiry rate has gone from 2,435 in 2004-5 to 12,000 in 2005-6. This is an institutional record. Applications are up from 214 to 1120 with 400 admits compared to 36 last year. Consistency in this area will be the goal.

Evidence that demonstrates that further organizational attention and Commission follow-up are required.

None

C2. Recommendation of Team

Antioch University will give evidence of the successful linking between planning, budgeting, development, and enrollment as it meets the challenges of the first focused concern---adequacy of financial, physical and human resources.

D2. Rationale for Team Recommendation

Strategic planning, financial resources, budgeting, development, and enrollment create an interesting interplay of intended and unintended

consequences. The Board of Trustees has taken a very strong and direct ownership of the ongoing viability and health of Antioch University. The overall financial picture will insure that the revised curriculum can be supported at the College and will allow the outlying campuses to continue their respective growth and development. The resource room was full of University-wide and College-specific documents related to planning, budgeting, development, enrollment, and finances. Three years into a ten-year accreditation cycle, it is agreed that this is an aggressive beginning.

A3. Statement of Focus

The comprehensive visit of 2002 determined there were three areas of challenge under assessment. Antioch College historically has provided students with written portfolios at the end of a course rather than assign semester grades. This assessment practice was unevenly applied and interpreted across the College. Across the University, it was noted that the multiple methods used to assess student learning were inadequate in some areas and unevenly applied in others. Finally, there has been a lack of institutional research on students, especially as it applies to admission and retention of students.

B3. Statements of Evidence

Evidence that demonstrates adequate progress in the area of focus.

- From October 2003 to March 2004, a nationally recognized expert in educational evaluation undertook an extensive assessment audit of the entire University. This expert is on the staff of AU and his subsequent recommendations have provided a structural foundation and roadmap for continued development of assessment activities across campuses.
- Each campus has developed and implemented standards for narrative evaluations while Antioch New England has developed a matrix assessment form. Review of assessment documents and data across the campuses provides consistent evidence of this standardization for narrative evaluations.
- In the past, an explicit structure for looking systematically at the evidence of student learning in light of the specific learning goals had been less visible. The following changes now demonstrate more evenness in assessment across the University: 1) the use of multiple data collection methods (assessment audit), and 2) more visibility (University dialogue and sharing of a assessment strategies assessment).
- There is strong evidence that all programs use multiple sources of data. Review of assessment notebooks across programs verifies these multiple sources of data.
- There is a University Assessment Task Force with representatives from all campuses as well as senior administrators. As a result of the focused visit, this task force has begun to share best practices across the University.
- Review of materials and interviews support that assessment evidence is being used to improve student learning across all campuses. The feedback loop is being "closed."

Evidence that demonstrates that further organizational attention is required in the area of focus.

- The use of assessment practices is beginning to serve AU well in the area of student learning. The related challenge of institutional research has left Antioch University struggling when it comes to admissions and retention. The University Leadership Council has developed a system for organizing institutional research data within and across the campuses. Interviews with administrators verify that an intensive effort was undertaken to establish a common metric system across campuses for enrollment, retention, graduation, tuition and revenue. The first such report was published in October 2005 and interviews confirm that the University is committed to producing this annually.

Evidence that demonstrates that further organizational attention and Commission follow-up are required.

- Antioch College has just completed its first year of the revised curriculum that included first-year learning cohorts. With an assessment committee and plan in place, more years are needed to show evidence that the plan is functional and driving the improvement of student learning and curricular revision.

C3. Recommendation of Team

A progress report will be due July 31, 2009. This report will restate the assessment plan of Antioch College and show any impact on the four-year revised curricular cycle of the undergraduate program as well as any impact on the cooperative learning sites.

D3. Rationale for the Team Recommendation

The Renewal Plan for Antioch College included a major curricular revision that affects the classroom and learning communities but also the cooperative learning sites. There are six liberal arts learning outcomes that form the basis for assessment of student learning. There is strong evidence in the documents and verified through interviews that the College assessment committee in its weekly meetings will develop a rubric for each of these outcomes. At this time, however, the assessment process of student learning for Antioch College is emergent and will need to mature with the full implementation of the new curriculum that is currently in its first year.

E. Other Accreditation Issues

None

III. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

No Change

C. Legal Status

No Change

D. Degrees awarded

No Change

E. Conditions of Affiliation

1. Stipulation on affiliation status---*no change*2. Approval of degree sites---*no change*3. Approval of distance education degree---*no change*

4. Reports required

Progress Reports

• Financial Status of Antioch University due July 31, 2009.

This report will show the increased financial stability of Antioch University. More specifically it will report on the capital campaign, endowment growth, and the health of Antioch College including financials, capital improvements, and enrollment and retention figures for the years 2006-2009.

• Assessment of Student Learning at Antioch College due July 31, 2009.

This report will restate the assessment plan of Antioch College and show any impact on the four-year revised curricular cycle of the undergraduate program as well as any impact on the cooperative learning sites.

F. Summary of Commission Review

*No Change*Year for next comprehensive evaluation---2012-2013

EVALUATION FORM TO BE COMPLETED BY: INSTITUTIONAL REPRESENTATIVES

Evaluations will be used by the Commission to: 1) Provide feedback to CEs about their performance, 2) Identify CEs who would be good Team Chairs, & 3) Improve the professional education programs for CEs. Please fill out this form completely. Your candid evaluations are critical for improving team performance.

- a. Preparation – the team appeared to be well-informed and knowledgeable about the institution and identified important questions and issues for investigation
- b. Judgments – the team members appeared to base their judgments on all relevant information; the team members appeared to be fair and objective in decision making
- c. Interviewing – the team members asked appropriate and insightful questions, listened carefully to the answers, were courteous and showed respect for the institution and the people associated with the institution
- d. Report – the team prepared a comprehensive and useful report
- e. Chair's Performance – the Team Chair was well organized, efficient, and communicated well with institutional representatives

- | <u>Team Member</u> | <u>Competent</u> | <u>Disappointing</u> | <u>Team Member</u> | <u>Competent</u> | <u>Disappointing</u> |
|--------------------|------------------|----------------------|--------------------|------------------|----------------------|
| a. | 1 | 2 | k. | 1 | 2 |
| b. | 1 | 2 | l. | 1 | 2 |
| c. | 1 | 2 | m. | 1 | 2 |
| d. | 1 | 2 | n. | 1 | 2 |
| e. | 1 | 2 | o. | 1 | 2 |
| f. | 1 | 2 | p. | 1 | 2 |
| g. | 1 | 2 | q. | 1 | 2 |
| h. | 1 | 2 | r. | 1 | 2 |
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Thank you very much for your input.