

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Earlham College
Richmond, Indiana

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FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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Contents

I. Context and Nature of Visit.....	3
II. Commitment to Peer Review.....	4
III. Compliance with Federal Requirements.....	4
IV. Fulfillment of the Criteria for Accreditation	4
a. Criterion One.....	4
b. Criterion Two.....	11
c. Criterion Three	16
d. Criterion Four	24
e. Criterion Five.....	28
V. Team Recommendation.....	37
VI. Embedded Changes in Affiliation Status.....	38
VII. Additional Comments and Explanations	39
Attachments	
a. Interactions with Constituencies.....	40
b. Documents Reviewed	42
c. Federal Compliance Worksheet.....	47

I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit was a comprehensive evaluation of Earlham College for continued accreditation.

B. Institutional Context

Earlham College was founded in 1847 and is affiliated with the Western Yearly Meetings of the Society of Friends (Quakers). Located in Richmond, Indiana, facilities include a wooded 200-acre front campus and a 500-acre back campus. Residence hall renovation and construction, renovated science facilities and admissions center, upgraded athletic facilities and construction of a Center for Visual and Performing Arts are some of the facilities upgrades since 2004. The college is an independent four-year, undergraduate, residential, co-educational liberal arts institution with an enrollment in 2012-2013 of 1078. The faculty numbers 99 full-time and 14 part-time adjunct. The mission of Earlham College is to provide the highest quality undergraduate education in the liberal arts, including the sciences, shaped by the distinctive perspectives of the Religious Society of Friends (Quakers). These perspectives are evident in Earlham's stress on global education, peaceful resolution of conflict, equality of persons and high moral standards of personal conduct. The curriculum includes 34 majors and 35 minors of which 20 are interdisciplinary. A Master of Arts in Teaching degree is also offered. The Board of Trustees consists of 24 trustees of which a majority must be Quakers. Decision-making is based on a consensus model.

The Earlham School of Religion (ESR), established in 1960, offers the Master of Arts degree in religion and the Master of Divinity/Ministry degree. The staff includes a dean, nine full time teaching faculty, six full time administrative faculty, two of which are joint faculty members shared 50/50 with its partner seminary, Bethany Theological Seminary, a theological librarian, and three support staff members. The seminary maintains its two buildings on the same campus as Earlham College. Technologically, ESR utilizes the college IT network, but maintains a sub network and server farm with its own IT department. The work of the seminary is augmented by certain administrative functions of the college. In particular, Earlham College personnel serve ESR in areas of finance, HR services, and library support. The Board of Trustees, the President of Earlham College and the Dean of ESR govern the School of Religion. ESR is also separately accredited by the Association of Theological Schools.

C. Unique Aspects or Additions to the Visit

The relationship between the Earlham School of Religion and Earlham College's HLC accreditation status was somewhat unclear. After consultation with the HLC staff liaison, the School of Religion was included in this comprehensive review of Earlham College.

D. Additional Locations or Branch Campuses Visited (if applicable)

None

E. Distance Delivery Reviewed

Distance delivery used by the Earlham School of Religion was reviewed. This is the only distance education at Earlham.

II. COMMITMENT TO PEER REVIEW**A. Comprehensiveness of the Self-Study Process**

The self-study committee sought and received input from administrators, faculty, and students. The visit verified that all of these stakeholders were familiar with the self-study process and report.

B. Integrity of the Self-Study Report

The self-study report was thorough, accurate, and reflective. The report argued that the institution met the criteria for accreditation while acknowledging areas for improvement. Interviews confirmed both the strengths and areas for improvement that were written in the self-study report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the institution's response to the 2004 identified challenges to be satisfactory.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The team confirmed evidence of notification of the visit and solicitation of third-party comment. No third-party comments were received.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

See Appendix C

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

CRITERION ONE: MISSION. The institution's mission is clear and articulated publicly; it guides the institution's operations.

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The Board of Trustees adopted the mission statement in 1990. Since that time it has been periodically reexamined and interpreted with the latest examination occurring during the development of the strategic plan in 2011-2012. The Board of Trustees interpreted the mission statement as emphasizing how the Religious Society of Friends' (Quakers) perspectives undergird the college to provide the highest quality undergraduate education in the liberal arts, including the sciences. In a self-study survey of faculty, staff, students, alumni, and Board of Trustees, eighty-six percent of participants agreed strongly or somewhat that the mission statement has been developed through a process appropriate to the culture of Earlham.
- Earlham College blends an emphasis on academics with Quaker values. Its Quaker roots give impetus to the stress on global education, peaceful resolution of conflict, equality of persons, and high moral standards of personal conduct. The Quaker sense of equality is reflected in the practice of using first-names, in the emphasis on interdisciplinary studies, in the acceptance of the Quaker-inspired Principles and Practices document as a framework for community life, and in the use of consensus as a method of decision-making.
- Earlham's emphasis on consensus decision-making is evident in committee meetings and faculty meetings. Its usage is also encouraged in student life and life on campus in general. Students and some faculty members express confusion about when the consensus model applies and when it does not. Education about the consensus model and its application would help to alleviate this confusion.
- Constituents understand and support the mission of Earlham College. A recent self-study survey of faculty, staff, students, alumni, and Board of Trustees showed that 85% of respondents agree strongly or somewhat that the mission of Earlham College is broadly understood within the college community. Of those surveyed, 100% agreed strongly or somewhat that the mission guides Earlham's operations. Interviews confirm wide-spread support for the mission of Earlham.
- A basic Quaker faith tenet that permeates the institution is that all truth is God's truth. The pursuit of truth has led the institution to emphasize interdisciplinary programs of study. The Curriculum Guide explains that Earlham aims for a general multidisciplinary education. Over the years interdisciplinary programs have been added so that today 20 of Earlham's 34

- majors and 35 minors are interdisciplinary and multidisciplinary programs of study. It appears that over time these interdisciplinary programs have been added, but not reviewed for their currency or necessity. Each interdisciplinary program would benefit from a review of objectives and contribution to the institution's goals.
- Although Quakers now constitute a minority of faculty (about 20 percent identify as Quaker) and students (about 10 percent describe themselves as Quaker), Earlham preserves its Quaker identity through its statement of Principles and Practices, governance by consensus, the Earlham School of Religion, and affiliation with the Western Yearly Meeting of Friends. Additionally, the Newlin Quaker Center promotes Quaker-related programming and events on campus.
 - Earlham's identity as a liberal arts college emphasizes the development of rigorous intellectual competencies. The strategic plan emphasizes intellectual challenge, global engagement, social concerns, and future-directedness. The 2012 NSSE data shows that 46 percent of Earlham students reported having conducted research with a faculty member by the spring of their senior year. Funding by the Ford and Knight Foundations support this collaborative research and scholarship. In the self-study survey, 90 percent of respondents agreed strongly or somewhat that Earlham's academic programs are consistent with its stated mission.
 - Planning and budgeting align with Earlham's mission. In the fall of 2013, the faculty approved revisions to the college's first-year seminars, approved a new research-based course for second-year students, and approved required "immersive experiences" that include off-campus study programs and internships. To support the launch of these new curricular initiatives, the college is establishing the Center for Integrated Learning and is hiring appropriate personnel and faculty members to guide these initiatives. The new Center for Integrated Learning has been designed to offer coordination and support for internships, career development, social entrepreneurship initiatives, research, and community service. This is an example of aligning planning, budgeting, and mission.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature,

scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college's statement of Principles and Practices undergirds the institution's documents, policies, and procedures. The Principles and Practices document is a statement of values that are the foundation for campus policies that apply to all members of the community. Documents that include the mission statement, vision, and values include The Diversity Aspirations Vision Statement, Religious Life at Earlham statement, Student Handbook, Faculty Handbook, Staff handbook, Curriculum Guide, Governance Manual, and Strategic Planning Document.
- In the institution's 2011-12 strategic planning, the existing mission statement was not only reaffirmed, but also reinterpreted in light of input gathered through broad consultation with constituents. The resulting strategic plan, the "*10-Year Mindset*," reaffirmed Earlham's mission as providing the highest quality undergraduate education in the liberal arts, including the sciences, shaped by the distinctive perspectives of the Religious Society of Friends (Quakers). The "*10-Year Mindset*" interpretation of the mission statement involves constructing a new Earlham seminar program, expanding opportunities for students and faculty to engage in research and scholarship together, and structuring immersion experiences to help students better understand how their education enables them to effect the world.
- The mission statement clearly identifies the college as a residential undergraduate college. "The mission of Earlham College, an independent, residential college, is to provide the highest quality undergraduate education in the liberal arts, including the sciences, shaped by the distinctive perspectives of the Religious Society of Friends (Quakers)." The college does confer a Master of Teaching degree and the Earlham School of Religion confers the Masters of Divinity/Ministry and the Master of Arts in Religion. These historic programs are not reflected in the institution's mission statement and in some respects appear as add-ons to the undergraduate program.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Earlham sees its Diversity Aspirations Vision Statement as the philosophical basis for the college's approach to multiculturalism. Correspondingly, page 13 of the Strategic Plan lists diversity as a key initiative which is to be reflected in both academic offerings and co-curricular activities. To ensure that this happens, the college has a standing Diversity Progress Committee (DPC). The DPC submits an annual report to the President and to the faculty reporting progress made during the past academic year. There is also a Student Diversity Council. The two groups appear to function independently. Only recently, the two groups met for the first time. Clarity of each group's purpose and coordination between them would be beneficial. For example, the DPC basically gathers data and reports it. It does make recommendations, but does not have the structure or authority to enact them. At the time of this visit, the Student Development division is being reorganized to include the hiring of a Director of Diversity and Inclusion. There is also a Multicultural Affairs Office on campus. This appears to be an opportune time to clarify the roles of these committees and offices and to coordinate efforts among them.
- The DPC has used the Diverse Learning Environments survey from the Higher Education Research Institute to evaluate the culture of diversity on campus. The committee's progress report on gender, culture, race, ethnicity, socio-economic class, religion, political ideology, sexual orientation, and physical ability lists areas for improvement. Improvement efforts include internships in the Multicultural Affairs Office with the goal of providing training to appreciate differences in race, nationality, ethnicity, and sexual orientation. Less attention has been given to awareness of disabilities and of mental health issues. Since staffing has not increased in this area, the institution will need to continue to monitor the amount of resources needed to meet the diversity strategic initiative.
- Earlham has made a concerted effort to attract, enroll, and retain a larger percentage of students from diverse backgrounds in the United States and abroad. While this responsibility is shared among all admissions staff, the Director of Multicultural Recruitment and two other admissions staff focus more specifically on this goal. The percentage of multicultural students at Earlham has increased from 16 percent in 2002-03 to 18 percent in 2012-13. Since student development personnel are not as diverse as the student body, the college needs to monitor the service and satisfaction levels in the student life area.
- Earlham's commitment to global education is reflected in its comprehensive approach to international education. This commitment has resulted in

national recognition for leadership and excellence in global education. In 2006, the Association of International Educators (NAFSA) awarded Earlham college a Senator Paul Simon Award for Campus Internationalization. As a member of the “International 50,” Earlham has been recognized as one of the leading colleges and universities whose students demonstrate a high participation in language study and careers involving Peace Corps, international law, and Foreign Service. In the Institute for International Education’s Open Doors Data, Earlham is regularly ranked among the top 15 baccalaureate institutions in the United States for its percentage of undergraduates participating in study abroad programs.

- Earlham’s course work requirements emphasize a global view. The Perspectives on Diversity Requirement involves students taking courses from three different areas of study: a second language, an International Diversity course, and a Domestic Diversity course. The 2012 NSSE results show that 91percent of Earlham seniors have completed foreign language coursework, compared with 73 percent of a select peer group and 31 percent of the national group.
- More than 70 percent of Earlham students participate in one of the college’s international and domestic off-campus study programs. The college offers 21 semester-long off-campus programs each year and an average of 10 international May Term programs each year. Earlham has been taking students abroad since its faculty developed some of the first collegiate international study programs in the 1950’s. Begun in the 1960’s, Earlham still has a one-year Thematic Studies Abroad (TSA) program with Waseda University in Tokyo, Japan. Approximately 60 percent of the faculty serve as leaders in various off-campus programs.
- During the 2012-13 academic year, Earlham’s campus included 200 international students from 75 countries. During Earlham’s last self-study process in 2002-03, international students made up eight percent of the undergraduate student body; by 2012-13, that number rose to 18 percent. Part of the reason for this growth has been Earlham’s relationship with the United World Colleges through the Davis Scholars Program. This relationship began with the first 11 Davis Scholars arriving at Earlham in 2004. This number has grown to 134 students in the 2012-13 academic year. In the 2010-11 academic year, the Davis UWC Scholars Program awarded Earlham the Davis Cup for enrolling the highest number of Davis Scholars at any of its participating institutions.

Core Component 1D: The institution’s mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Subcomponent 2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Earlham is one of 24 colleges and universities nationwide to host a Bonner Scholars Program. Each year, 15 incoming first-year students are selected to participate in this four-year scholarship program, which provides students with an opportunity to engage in an average of 10 hours per week of community service activities in exchange for academic and financial support. Faculty and staff also volunteer in the community with approximately 30,000 volunteer hours each year.
- Earlham engages with the local community in other ways. It operates a public radio station, WECI. Speaking and entertainment events such as the Earlham Forum welcome community members. Earlham's convocations and Artist and Lecture Series is available for the public. Recently, environmental issues and the conflict in Syria have been discussion topics that were open to the community. Earlham's Wellness Center is open to community memberships which have grown from 183 in 2002 to over 460 in 2013. The Earlham Community Partnership Council composed of community leaders, college representatives, and Earlham students advise the college on community-college relationships. Earlham's Office of Community Relations helps lead the local United Way's annual fundraising campaign. The Master of Arts in Teaching program offers a two-week summer program for area middle school students. The college is the home of the Richmond Community Orchestra; it allows Richmond High School and Seton Catholic School to use athletic facilities; it grants complimentary use of a meeting room to the Wayne County Economic Development Corporation; and it allows academically talented local high school students to enroll in courses at the college for a reduced cost.
- Earlham now uses the National Assessment of Service and Community Engagement (NASCE), which measures the degree of service and community engagement among student populations throughout nine key service areas, including public awareness/civic participation, environmental advocacy, and economic justice. The first report in March 2013, showed that Earlham students perform service at a "low-moderate" rate. The two strongest areas

for service in which Earlham students perform “much higher” than the sample overall are in the categories of Youth and Environment. But in other areas, such as hunger, economic justice, health, and homelessness, Earlham students are falling considerably below the median. These data can serve as a baseline for addressing student service and community engagement in the areas which the college deems important and applicable. Earlham’s new Center for Integrated Learning has the potential to coordinate service-related opportunities for students.

- Earlham’s Sustainability Office is a charter member of the Sustainability Tracking and Rating System (STARS). This office is involved with curricular and community sustainability initiatives including Green Building projects, composting, recycling, energy conservation, student college climate research, student sustainability internships, and sustainability-related course development. The philosophical basis for Earlham’s Sustainability Office is the college’s commitment to Quaker-based Principles and Practices. Earlham’s principles of simplicity and respect for others include the natural world.
- For many years Earlham has supported faculty attendance at the Friends Association of Higher Education (Quaker) annual conference which brings together faculty, staff, and administrators to discuss matters of educational scholarship and general higher education concerns. Earlham and the School of Religion faculty often present or serve as keynote speakers. While maintaining cooperative and open dialogue with Quaker religious bodies, the college is clear that it is independent and that its primary mission is educational.
- As a practical expression of its Quaker values, Earlham has a Socially Responsible Endowments Investment Policy that adheres to the college’s principles of peacemaking, respect for persons, and simplicity. This policy requires Earlham to consider the impact of its financial decisions on the larger world, and consequently, decline to invest in certain companies and activities whose values may not align with the college’s mission. The Board of Trustees with input from administration, faculty, and students implements this investment policy.
- Earlham was recently (2012) invited by the Lilly Endowment to prepare a grant proposal targeting the retention of college graduates for long-term careers in Indiana. This \$1 million grant proposal was approved by Lilly in December, 2013, and is a key element in the implementation of the 2012 Strategic Plan, particularly the theme of the “10-Year Mindset.” The newly-created Center for Integrated Learning will administer the grant.

Team Determination on Criterion One:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Earlham College meets criterion one. Its mission is widely understood and accepted among its constituents. That mission is publicized in appropriate public documents. The role of master's degrees in the mission of the college is unclear and could be clarified. Quaker values undergird the implementation of the mission and permeate the campus. While the majority of faculty and students are not Quaker, they do appreciate the Quaker values. Clarity about the use of consensus for decision-making would alleviate concerns about when it is used and when it is not. Earlham rightly boasts a diverse campus. Minority and international students are well-represented. Having representative diversity in student life personnel would be helpful in serving these populations. Local community, county, and state relationships and involvement is strong and provides Earlham the opportunity to receive input from these entities.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college's faculty and staff handbooks are up to date and available to faculty and staff. The institution has policies and procedures in place, including those which address grievances, use of computer resources, conflicts of interest, and other standard HR policies and procedures. The faculty and staff also expressed confidence in their ability to obtain additional information or clarification on the college's policies.
- The Welfare Committee of the college serves as an institutional conduit for all issues of staff, faculty, and student welfare. The committee operates with the principles of Quakerism to ensure the campus is a welcoming and inclusive environment. In recent years, the committee has addressed equitable and affordable health insurance and a wage benchmarking study for hourly employees.
- The Human Subjects Research Review Board oversees all student and institutional research requests involving humans. The review of such requests is comprehensive and complete in nature. Interviews with the faculty serving on this committee underscored the importance of their role and how this function enhances the academic mission of the college.

- The college's commitment to the concepts of peace, justice, respect for persons, integrity, and stewardship of the Earth's resources is seen in the college's business practices. Interviews with students and staff, as well as a review of the evidence, confirmed this finding. The institution does not do business with organizations that derive 1/3 or more of their revenues from the sale of alcohol, tobacco, gambling, or armaments. The institution tries to avoid doing business with companies that are responsible for instances of discrimination, pollution, labor, or human rights violations.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- After careful review of the college's course catalog and admissions material, it is evident that the college presents itself in an accurate manner. Although the majority of faculty and students do not identify as Quaker, they are familiar with and knowledgeable about Quaker concepts. The college's encouragement of activism and commitment to social justice is evident in publications and was discussed thoroughly during on-campus interviews.
- The college's commitment to ethics and activism is seen not only in the co-curricular opportunities, but also in the curriculum. Courses committed to the study of ethics, activism, and responsible conduct are part of the curriculum.
- In addition to accreditation from the Higher Learning Commission, the institution's Master of Education program is reviewed regularly by the Indiana State Department of Education which has given it positive reviews. These positive reviews along with high teacher placement data are evidence of a quality teacher education program. The Earlham School of Religion is accredited by the Association of Theological Schools.
- Review of evidence and on-campus interviews with faculty and students revealed inconsistency and a lack of clarity around the "10-Year Mindset" and "fully present." A strategic decision was made to include the use of the "10-Year Mindset" for branding purposes. There was some concern expressed by those interviewed about the process used to determine these initiatives at the college. This lack of decision-making clarity appears inconsistent with the overall consensus approach at the college. The application of the practice of consensus presents some contemporary challenges for the college.
- There was some concern about the residential life and student life programs at the college. In order for the college to be a residential college in contemporary times, the Student Development services and support services

offered need to provide both quality and value. There was much concern expressed by students about the non-renewal of contracts of some of the Student Development staff. Although personnel decisions are not public information, confusion around how, by whom, and why these decisions were made have led to student distrust. Students view this tension as indicative of the inconsistent application of the consensus process. Since Earlham aspires to be a “top tier” residential liberal arts college, the college needs to solidify a strong student life program in order to provide a comprehensive learning environment.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

Subcomponent 2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Members of the Board of Trustees discussed the need to have contingency plans if new efforts to improve and enhance enrollment and marketing are not successful. Board members stated that the college was in a position to make capital investments because of their ability to assume debt. However, board members also spoke of the pain this could cause and the need for the college to have an enrollment model that is sustainable. Board members and the administration are aware of the possibility that the college’s operational budget may need to be reduced. A review of board records and college documents corroborate this.
- The Board of Trustees must be composed of a majority of Quakers, and members are chosen in a variety of ways. While a majority of board members are Quakers, the board functions well as a whole with non-Quaker board

members' acceptance of Quaker values. Interviews with board members produced a clear definition of the college; namely, that it is an institution of higher learning with Quaker values and not simply a Quaker College. It is evident that the board has a clear vision for the institution.

- The board is knowledgeable about its role of fiduciary responsibility, strategic planning, and vision and goal setting. Board members gave specific examples of its work and contrasted it with the roles of the administration and faculty. Board members gave specific examples of the faculty's work with curriculum and the administration's day to day decisions. The board is aware of the decisions made by the administration and the faculty but does not involve itself with them. Board minutes confirm that the board understands its role in governing the institution.
- Board members follow the college's conflict of interest policy. Minutes of board meetings and interviews did not reveal any evidence to the contrary. The board understands its role and operates with integrity.

Core Component 2D: The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- A basic core Quaker value is that all truth is God's truth. The seeking of truth then is the purpose of education. That pursuit leads students and faculty to many different interests. The institution encourages pursuit of these interests in campus course work, in off-campus studies, and in international study. Activism for different causes is in keeping with this Quaker value. Student activism is evident on campus.
- Interviews corroborate the college's commitment to freedom of expression and the search for truth. The college lives the concept of let the truth take you where it leads you. This underscores the college's commitment not only to the search for truth, but also commitment to its Quaker roots.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic

honesty and integrity.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college's establishment of the Center for Integrated Learning is an example of its commitment to offer relevant and contemporary co-curricular/curricular opportunities for its students. Student and faculty interviews emphasized the potential of this initiative. Students spoke especially about enhanced career services initiatives which have resulted from the college's investment in internship opportunities.
- Earlham has policies on academic honesty and integrity. Interviews indicate that violations are treated seriously and that policies are followed. Most syllabi include a statement on academic integrity.
- The college's revocation of an invitation to a well-known public intellectual who admitted to plagiarism was a public statement about the seriousness of academic integrity and the pursuit of truth on the campus.
- The Human Subjects Research Review Board ensures that research is conducted responsibly. Interviews and review of documents indicate that the board follows a structured process for determining responsible human subject research.

Team Determination on Criterion Two:

Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

The evidence presented in the self-study and the information gained through on campus interviews is sufficient for meeting the requirements of Criterion Two. The institution follows its academic integrity, conflict of interest, human subjects' research, and other policies. The Board of Trustees understands its role and operates with integrity. Coursework and Quaker values commit the institution to responsible and ethical conduct. At the same time, there is evidence that suggests there are challenges for the institution to address. Some constituents spoke about the inconsistency of how the institution employs its Quaker roots and heritage. This identity tension was mentioned in the self-study and was affirmed in campus interviews. Students perceive this inconsistency as the college misrepresenting itself and its values. Recent campus decisions concerning branding choices and personnel have reinforced this position in students' minds. The college would do well to engage its community in discussions about its decision making paradigm with the goal of clarifying decision making procedures.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.

The institution provides high quality education, wherever and however its offerings are delivered.

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Subcomponent 2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Subcomponent 3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Earlham offers 47 academic programs with 34 majors and 35 minors. There are also many opportunities for students to study abroad and to enroll in interdisciplinary courses on campus. Several majors and programs have been restructured since the last accreditation review to keep current with developments in disciplines, increased pedagogical understanding, and external reviews and further revisions in the general education curriculum are in the early stages of development. Students state that they are generally challenged in their courses and are encouraged to think critically and deeply about issues relevant to the discipline. The general education requirements were developed in tandem with the general education goals. With the future revision of the general education curriculum, learning goals will need revision to retain alignment. This process of determining goals after courses/curriculum is set seems 'backwards' to some teaching faculty. Some faculty members also expressed concern that they are 'spread too thin' by the array of offerings and that departments have to rely on contingent faculty and creative scheduling to accommodate colleagues' teaching schedules on and off campus.
- Earlham faculty members have determined learning goals by department and program to ensure alignment with general education courses. Some initiatives such as those in globalization, diversity, and numeracy are farther along in the establishment of objectives, assessment, and use of data to inform change than are other departments and programs, but there seems uniform awareness and support by faculty regarding the importance of establishing coherent and

consistent, assessable learning goals and then using assessment data in a meaningful way to modify the curriculum. With plans for a new general education curriculum to be developed, established learning goals will need to undergo refinement and revision and then, accordingly, realignment with the new general education curriculum. New course offerings have been determined in accordance with a Strategic Plan, which was not developed by consensus of the faculty. Now learning goals must be created and modified for the new course offerings.

- Currently, all courses with the exception of those in the School of Religion are offered on campus with face-to-face instruction. Departments, programs, and general education faculty meet to discuss how to make course quality and learning goals consistent. The learning goals of the School of Religion are appropriately more rigorous than the undergraduate goals.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The "Curricular Vision Statement" for Earlham College is prefaced with the assertion that the vision driving the curriculum is the goal to "foster the

combined search for personal meaning, intellectual truth, and activist involvement, in an environment that allows faculty and students to learn with many others who share that quest. Additionally, the values that guide Earlham serve as grounding for the curriculum: Peace and Justice; Respect for Persons, Equality, and Community; Simplicity; and Integrity. The MAT program has added a Fifth Dimension to students' self-assessment and to the classroom observer's assessment of students to reflect specific values of the Earlham ethos, including "incorporating Quaker principles." Therefore it is clear that the learning objectives embedded in the curriculum are aligned with the college mission and emphases and that the general education requirements are in alignment with the general education goals. Relevant to the educational offerings and degree levels of Earlham are the goals setting forth requirements of: "Proficiency in a second language and the cultural insight that accompanies this proficiency;" Informed understanding of the arts through performance, theory, and history; practice and discipline in group learning, community membership, and collaborative inquiry; and learning athletic skills and understanding principles of wellness. There is some discussion about the definition of "proficiency" in a language and there are revisions planned for the future regarding some of the learning goals, but nevertheless, the principles outlined therein are appropriate to undergraduate education and the ethos of Earlham College.

- The general education program was based on students' learning methods of inquiry rather than on their learning content and thus imparts broad knowledge and intellectual concepts to students while they are developing skills and attitudes that Earlham believes every college-educated person should possess. For example, of the ten current learning objectives, two that exemplify the focus on modes of inquiry are "Gaining and understanding of the scientific process through direct laboratory or field experience with natural processes" and "Systematic understanding and overt application of quantitative and/or abstract reasoning (analytical reasoning)."
- Students at Earlham who complete degrees learn to collect, analyze, and communicate information, as described in the first goal of the general education curriculum which requires courses to teach skills in "close and critical reading, thoughtful reflection, ready discussion, and cogent writing." Focus on mastering various modes of inquiry is embedded in the second stated objective that requires students thoughtfully to consider texts of all sorts, both singly and in comparison with one another. As these learning goals for the general education curriculum are revised, faculty expressed the intention to pay attention to the provision of skills adaptable to changing environments and, more specifically, to the rapidly changing workplace environments that graduates will enter when they leave Earlham.
- Cultural diversity is a value Earlham both espouses and enables through several study abroad opportunities and the robust recruiting of international students. Faculty members are supported in their ventures abroad and these

- experiences are brought back to students on campus as well. One of the specific learning goals for the general education curriculum specifies “Multiculturalism in the study of domestic and international diversity.” The college recognizes the need to boost diversity within its administrative and teaching faculty and staff.
- There are many opportunities for students to work with faculty members on scholarship and to experience learning opportunities off campus. There is often financial support from the college and within departmental budgets for such endeavors. Faculty and staff also seek grants to enable them to travel to workshops and events off campus. One example of such an opportunity for students’ discovery of knowledge is a grant recently received by a library staff person to accompany a group of students to study at the Library of Congress in Washington.

Core Component 3C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- At present, Earlham has sufficient numbers of faculty members to carry out classroom and non-classroom roles, but faculty consistently speak of ‘busyness’ sometimes interfering with their attention to matters of assessment of student learning, for example. Further, with several faculty leading study trips abroad, the faculty on campus must cover the classes and advisees of

those away from campus. There is a cadre of contingent/term faculty and advance planning to accommodate these issues, but if the student population grows and the curricular offerings increase, there will be an increased strain on current faculty. Inherent in the ethos of Earlham is the consensus model of decision-making. While many faculty members believe this method to be effective and sustainable, it is, indeed, time-consuming and faculty members spend considerable time in meetings with colleagues to discuss issues prior to coming to consensus.

- In faculty searches Earlham College recently has been successful in employing approximately 80% of its first choice candidates. The self-study indicates that 92% of the faculty hold terminal degrees in their fields of teaching. A random review of 20 faculty files supports the premise that faculty are appropriately credentialed in their fields of teaching. Earlham uses only a few adjuncts who also are appropriately credentialed. Faculty files contain the transcript of faculty members' highest degree. All School of Religion faculty are likewise appropriately credentialed.
- Instructors are evaluated regularly via their reflection and self-evaluation, student evaluations, and, in some cases, departmental reviews. Some faculty members expressed dissatisfaction with the current system of student evaluations and are considering online formats, but realize the likelihood of sparse response unless there are some incentives for students. The college will need to review alternate methods for receiving helpful evaluations from students and ensuring receipt of adequate data.
- There is a history of strong support at Earlham for professional development. Currently, faculty members receive \$1750 for presentations at conferences and \$1500 for attendance. There is also support for materials and travel relevant to faculty members' teaching and scholarship. First year, tenure-track faculty hires receive a reduction of one course and faculty can also have release time for scholarship work with students. There is a faculty colleague, the Teaching and Learning Consultant, who is available to help faculty members draft proposals and requests for support. One concern expressed is the dispersed sources of support, e.g. faculty members do not always know all the ways they might access professional development funding. A general list of possibilities would make this search easier for those seeking professional funding. There is also an orientation for new faculty members that helps introduce them to some of the basic features of Earlham College. Some of the new faculty stated they wished there had been more information provided in these sessions about the consensus model used in decision-making as it is somewhat unique to the culture of Earlham and is not immediately understood by many of the college community who are not Quakers.

Core Component 3D: The institution provides support for student learning and effective teaching.

Subcomponent 1. The institution provides student support services suited to the needs of its student populations.

Subcomponent 2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Subcomponent 3. The institution provides academic advising suited to its programs and the needs of its students.

Subcomponent 4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

Subcomponent 5. The institution provides to students guidance in the effective use of research and information resources.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college has taken steps in the last five years to enhance and improve student support services. For example, the Academic Enrichment Center was moved from student development to academic affairs. During interviews with administrative faculty, it was confirmed that the switch in reporting structure has allowed for greater collaboration and connection with teaching faculty. The Academic Enrichment Center also serves as the coordinator for students with disabilities. To support all students, the college is mainstreaming (Kurzweil 3000) adaptive software for print disabilities. On campus interviews corroborate that there is synergy and collaboration among the Wellness Center, Health Center, Writing Center, and the Academic Enrichment Center.
- Students interviewed spoke positively about the impact of the Center for Integrated Learning on their academic experience. This relatively new center has developed key opportunities for student growth and learning outside the classroom. Students spoke of the importance to their overall development of these experiential education opportunities. This sentiment was echoed by teaching faculty during on campus interviews.
- The college's athletic administrative faculty members have implemented many programs within the last three years to increase athletes' persistence and academic success at the college. These efforts have included the hiring of a new Associate Athletic Director, enhanced advising, greater collaboration with student development, study tables, and a course designed to assist first year athletes in the transition to college. Students and administrative faculty talked about the impact of these efforts and the desire for them to be

increased.

- The college's facilities for residential life are adequate and meet student needs. The college has been diligent about deferred maintenance and renovation of its residential facilities. The new arts building and the new science building will certainly support student learning and research. The college has upgraded its science laboratories since the last comprehensive visit. The upgraded facilities are meeting the needs of students and faculty. The tour of campus facilities corroborates the statement above.
- There are support services suited to the needs of the student population such as peer tutors, a writing center, disability services, counseling services, and library (information literacy) instruction. However, some of these are newly instituted and need refinement. For example, in the Fall of 2013, a full time person was hired to be in charge of the Writing Center, located in the library, but she seems to have had very little interaction with library staff and there remains a lack of clarity about specific roles, e.g. who helps students with documentation? The Writing Center is expected to support faculty as well as students regarding basic principles of effective writing, especially with the advent of writing intensive courses, but there does not seem to be a clear plan about how this will occur. Instruction on information literacy is provided for all first-year students, but may be inconsistent depending on the instructor of the particular section of the first-year Earlham Seminar. There is also agreement among library staff that the Earlham library is "old and tired" and in need of revamping. This concern echoes the same message stated in the previous self-study. The library does provide adequate on-site resources for the School of Religion as well as access to other resources.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college has forty-eight student clubs and organizations. These organizations range from traditional student government groups to student groups that focus on social justice. The social justice focus clubs include

organizations dealing with divestment, hunger, and inclusion issues. Some students spoke about these organizations being at the forefront of the institution's history and reputation. They also feel that the current administration does not value their activist model of student leadership. There is strong student engagement at the institution, but there is also tension about how the institution should support student engagement and what type of engagement best represents the institution's values.

- The college's co-curricular and student development functions have been in flux for some time. Students, teachers, and administrative faculty all raised this concern during on campus interviews. In addition, the self-study raised the concern. The recent departures of two highly visible administrative faculty members, Director of Campus Activities and Director of the Multicultural Office, have caused great concern on campus.
- Articulating a vision for Student Development and keeping to that vision would help remove the anxiety around the student development division found in both faculty and students. It will be necessary for that vision to be embraced by all constituent groups. Students spoke about the institution not being responsive to their concerns. This was also mentioned in the self-study. The communication between the administration and student body is strained.
- The self-study indicated that the concept of busyness was/is an issue at the institution. On campus interviews corroborated that concern. It appears that the consensus decision-making paradigm adds to this phenomenon. The college structure or process of operating does not always seem efficient. This too was acknowledged in the self-study. By educating all constituents on the use of consensus decision-making, including when it should not be used, the college could improve morale among staff, and in particular, staff in the Student Development division.

Team Determination on Criterion Three:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

Earlham's degree programs are appropriate to higher education, adequately challenging to students, and contain clear learning objectives that are in alignment with departmental courses and general education requirements. These learning objectives cover principles integral to the development of broad learning and more specific skills, as well as attitudes relevant to the Quaker identity of Earlham College. There are many course offerings and opportunities for international study and for students to work closely with professors on their special projects, research, and internships. Students are very positive about the faculty and their involvement with them. Faculty members mention a culture of 'busyness' and 'being spread thin' at times but demonstrate sincere commitment to students and to their learning. Faculty

members also enjoy opportunities for substantial professional development support. The co-curricular component of student learning is an area that needs attention, further review, and assessment as student learning extends beyond the classroom.

CRITERION FOUR: Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Subcomponent 5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Earlham College demonstrates responsibility for the quality of its educational programs and learning environments through the establishment of processes designed to promote continuous improvement. There is a practice of regular program review every 5 years for departments, faculty, academic programs and every 4 years for some co-curricular programs. Some areas of co-

- curricular experiences seem not to have undergone review, but plans are in motion, for example, to assess residence life work. This area of student experience will need to adapt and regularize systematic review of all aspects of students' experiences at Earlham. Faculty also expressed the need for systematic feedback on their individual reviews, as well as on their departmental and programmatic reviews. It seems that when an outside reviewer has been involved, feedback has occurred so perhaps this protocol will be institutionalized as more departments and programs use the outside reviewers as part of their assessments.
- Earlham College publishes its policy for evaluating all credit it transfers. Earlham does not accept transfer credits for distance learning or correspondence coursework. The college also does not accept transfer for an entire area of study. A maximum of 16 credits is allowed as transfer credit. The Registrar in consultation with departments and programs evaluates transfer credit on the basis of an official transcript and the course description and syllabus. A grade of C or better is needed for transfer with no distance learning or correspondence credits accepted. The Committee on Academic Programs decides any appeals for exceptions.
 - The Earlham School of Religion also accepts transfer credit. A grade of B- or higher on a course from an accredited graduate program is eligible for transfer. The Dean of the School of Religion evaluates transfer credit. No more than 50% of courses from another degree or program may be counted toward a School of Religion degree. At least one year of work must be at Earlham. Course work over 10 years old is not eligible for transfer. The Dean also supervises the evaluation process for awarding credit for life experiences or other educational experiences earned in non-accredited settings.
 - Data from a recent (2012) Higher Education Data Sharing Survey (HEDS) document shows that 96.4 percent of the 2006-07 Earlham graduates were employed either full- or part-time and 32 percent were pursuing a graduate or professional degree either full- or part-time. Approximately 95 percent of MAT graduates are employed as middle or secondary school teachers. These data indicate that the college is preparing students to enter the workforce or to continue as students in advanced degree programs.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Earlham College has clearly stated learning goals, aligned with the core curriculum (general education) courses. These have guided the college since 2003 and will undergo revision in the near future. With that revision, the college must ensure the alignment with core curriculum courses remains. While the goals are clear, the processes for assessment of student learning and achievement of learning goals are somewhat less coherent and systematically applied. There are many departments and programs that have established means for data collection and use in subsequent revision, but this protocol is not uniform across campus.
- While assessment of stated learning goals occurs, there is not a uniform and systematic means for collecting and storing – and, thus, using whatever data there may be in feedback loops. Several faculty members noted the need for faculty to “be more articulate” about what they are doing in their classrooms and ways this work is related to learning goals and, thus, to assessment. Further investigation into multiple means of assessment will help the college collect and use relevant data.
- There are several examples in the self-study that demonstrate changes that have been made in the curriculum because of assessment data. Use of assessment data is hampered, however, by a lack of continuity of membership on the Assessment Committee, by the Assessment Director position being housed in the job description of the Associate Academic Dean who, in her words, “needs training” in assessment and who rotates off the committee and her administrative role every three years, and by the lack of a data storage system that is easily accessible to faculty. Without these mechanisms in place, it is more challenging to close feedback loops and make revisions in a systematic manner. One suggestion is to create a position of Director of Assessment, even a part time position, and to consider longer terms of service for members of the Assessment Committee as a means to ensure historical memory and continuity.
- There is substantial ‘buy-in’ by faculty to the importance of assessment. Faculty members express their commitment to the principles of assessing learning goals’ efficacy and success and are very willing to use data to make course revisions. However, again, lacking continuity in membership on the Assessment Committee, a Director in charge of assessment, training in

assessment, and a means for storing data collected, the intentions to follow best assessment practices are hampered.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

Subcomponent 1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

Subcomponent 2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Subcomponent 3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Examination of retention and graduation data reveals that while the college demonstrates retention and graduation rates lower than most of the colleges they choose to use as comparisons (Earlham's graduation rate of 70.7% versus a comparison group rate of 79.0%), the college does perform as anticipated given the specific demographics of the college's student body. For example, the 2004 student cohort 6-year graduation rate is 72.9% as compared to a HERI expected rate of 72.4%.
- The institution has recognized that retention rate is highly correlated with the "characteristics of their enrolling classes" and has thus determined that in order to substantially increase retention rates, and thus graduation rates, they will undertake a determined effort to increase the selectivity of future entering classes. As such, "Earlham has shifted its focus from retention per se to improving the quality of students' experiences and to increasing admissions selectivity. Retention is not viewed now as a goal, but rather as an indicator of the impact of these other changes." While the team acknowledges that increasing the academic quality of the incoming class, and eventually the overall student body, should predictably increase retention and graduation

- rates, the institution should also continue to focus on optimizing the success of its current students as measured by retention, persistence, and graduation rates through clearly articulated goals and initiatives measured against these goals. While the self-study and conversations with administration reveal that the institution will continue to “employ strategies for intervention with students in need of support,” clear retention goals may help optimize the success of current students.
- The college undertakes a broad array of data collection and monitoring activities related to retention, persistence, and completion for students of different types. Having done so, the college has concluded that, “...many on-campus factors matter a little, but no single factor seems to account for Earlham’s pattern of retention.” With that said, the college has incorporated information on retention, persistence and completion into a variety of campus initiatives. This includes an emphasis on enhancing the “first year experience,” an initiative to create a “10- Year Mindset” in students, the creation of a Center for Integrated Learning, and a new general education sequence, to name a few of the most recent. Continued review and assessment of these and other initiatives, coupled with more clearly defined goals as mentioned above, will help the institution to optimize and demonstrate its commitment to the educational improvement of its students.
 - The college follows IPEDS protocols, demonstrating “good practices” in the processes and methodologies associated with collecting and analyzing retention, persistence, and completion data.

Team Determination on Criterion Four:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

There is consistent review of individual faculty members, departments, and programs on a five-year cycle (co-curricular assessments will be on a four-year cycle). Recently, outside reviews have been mandated in the process and this inclusion seems to encourage more regular feedback on reviews submitted. Data is available on Earlham graduates’ work/education status after they leave campus. Earlham seems aware of the basic principles of assessment and the value of it to inform revisions and changes in the curriculum. There is an assessment committee, specified learning goals for departmental offerings, guiding principles for curricular mapping, and alignment of learning goals and courses included in the general education curriculum. There will be considerable work in the future as the general education curriculum will soon undergo revision and thus the learning goals will also need review and revision to accompany course changes. While several faculty members acknowledge this process seems ‘backward’ as course designations for general education precede learning objectives, they had to have courses in place for

Fall 2014, following the presentation of a strategic plan recently received. Two changes would be helpful to the assessment work on campus: creation of a position of Director of Assessment (full- or part-time) and provision for continuity of membership on the assessment committee. The college's wish to be among "top tier" peer institutions by being "more selective" in determining the student body is challenging, given the need for increased revenue from tuition and the desire to improve retention rates.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Review of records and conversations with senior leadership reveals that the college has undertaken a deliberative effort to ensure that highly qualified and capable professionals are in place in key positions across the college. As such, at the time of the campus visit, the college's senior leadership team is comprised of experienced and knowledgeable professionals with a balance of both longevity and more recent experience with the institution. This provides the institution with both stability and a connection to the past as well as fresh ideas and added experiences from other institutions. A high turnover of

administrative positions within the past two years has enabled this mixture. Conversations with board leadership, senior staff, and key faculty and staff reveal an associated increased confidence in the college's ability to successfully take on current challenges and opportunities facing the college as a result.

- The office of human resources has been an area of focus since the last accreditation review in 2004. This has included the creation of a formal office of human resources in 2007 and additional staffing and expertise that has enhanced the college's ability to effectively undertake and deploy best practices in the management of human resources. It has also allowed for effective assessment of human resources needs across the college, resulting in the identification of several areas for improvement, including: enhanced support of searches, implementation of equity and standardized salaries across the college, a potential merit pay program, and improvement in the annual review process. Conversations with HR leadership reveals that these efforts are well underway and that systematic approaches to continuing quality and process improvement in these areas will be ongoing.
- The college collects and utilizes comparative data from other similar institutions to inform decisions regarding appropriate numbers of faculty and staff across the college. Review of these data and conversations with key administrators indicate that the college is appropriately staffed relative to these comparative institutions.
- The college also collects and utilizes comparative data from other similar institutions to inform decisions regarding appropriate levels of compensation for faculty and staff. This information has led the college to conclude that, at 94% of their target, greater levels of compensation, particularly salary, are needed in the years ahead in order to maintain and support a faculty and staff which can optimally advance the college's mission and quality objectives. To assist this effort and to provide faculty and staff input, a Welfare Committee for the college has been formed to develop a five-year plan to increase base salaries and to develop a merit pay plan for faculty and staff as funding enables the college's ability to do so.
- The college and the School of Religion conduct routine reviews of employee performance. This includes review of performance related to goals and expectations and provides a basis for improvement as well as the establishment of goals going forward. While review of practices and conversations with senior staff reveals that in some cases these processes are relatively new and ongoing, they represent an institutional commitment to ensuring that goals and expectations for employees are clear and that regular and routine feedback is provided to optimize employee effort at achieving a fulfillment of the college's mission.
- The college provides regular and ongoing support for the professional development and improvement of its faculty and staff. Funding and support is prioritized to meet both the growth and development needs of individual

employees as well as to improve their capabilities to advance the strategic needs of the college. Resources associated with professional development are housed both in individual units as well as in pooled funds overseen by representative committees of either faculty or staff.

- In order to ensure compliance with various regulations as well as college policies and expectations, the college engaged an outside consultant for a comprehensive review of human resources. Subsequent actions have been taken and are ongoing to make appropriate changes in processes and records and to ensure future compliance, demonstrating the college's current and ongoing commitment to ensuring it has the human resources necessary to support its operations and carry out its mission.
- The college has traditionally undertaken a conservative approach to fiscal management. This has provided a strong financial position from which it has been able to manage a number of challenges in the past several years. During the recent 2008-2010 recession, the college necessarily froze compensation in order to stabilize its annual budget; this avoided layoffs and was generally supported by the faculty and staff. However, continued lagging enrollments and a "rather steep decline in net revenue from tuition" continues to provide operational challenges and annual budget deficits.
- In order to address a reduction in enrollment and associated lagging revenues, the college has identified and is implementing a plan that incurs budget deficits for the next several years while enrollment strategy is reworked. The plan is to strengthen enrollment, increase net tuition revenue, and restore balance to the annual budget while implementing reasonable reductions in expenses. This plan will accomplish its objectives if enrollment, and thus revenues, turns around. If it doesn't, institutional health will steadily erode and balance will eventually need to be restored to the annual budget with a financially weaker institution as a result. Review of financial plans and models, communiqués between financial leaders and the college community, and conversations with the board, administration, faculty, and staff all reveal a common understanding regarding this plan, its connection to advancing the mission of the college, the need, and the risks associated with it.
- The endowment is strong and has increased in both nominal (\$245.2 million to \$348 million) and in per-student terms (\$254,009 to \$326,491) from 2009 to 2013. However, review of financial plans and conversations with administrative and board leadership reveals that supplemental draws on the quasi-endowment (unrestricted net assets acting as endowment) have been approved and planned to support operations through 2019. As mentioned above, this is coupled with increased debt, decreasing enrollment, rising tuition discount rate, decreasing net tuition revenue, planned annual operating budget deficits, a desire for greater selectivity in enrollment, stated plans for increased compensation, and uncertainty regarding the capacity of a future fundraising campaign. These factors, particularly in combination, will invariably weaken the overall health of the institution if enrollment and tuition

- revenue do not increase as planned.
- Review of records and conversations with senior leadership reveal that a prior fundraising campaign was undertaken for 6 years (2004-2011) which raised a total of \$68 million on a \$60 million goal. The recession of 2008-2009 interrupted the campaign, extending it a year longer than had initially been planned. While the campaign exceeded its overall goal, it did not achieve the planned funds needed for two major capital construction projects, which necessitated unanticipated borrowing. As is often seen when campaigns are undertaken, the college's campaign also allowed it to grow and develop its major gift fundraising infrastructure which is still intact and functioning to the enhanced benefit of the college.
 - The college has developed a multiyear budgeting process which connects its strategic planning priorities to its budget. It also includes assumptions for enrollment, endowment draws, gift support, pay changes, staffing levels, and expenditures for strategic priorities. Review of the model reveals a timeframe extending from the current year, 2014 to 2020. Conversations with both senior leadership as well as with the Budget Advisory Committee comprised of faculty and staff reveal that this level of planning and clarity about possible future financial outcomes, given certain assumptions, is new and has only been developed within the past two years since new institutional leadership has been in place. Further, faculty and staff indicated that this level of planning has increased transparency, communication between stakeholders and decision makers, and is generally believed to be an improvement in the way planning and budgeting are done.
 - The college has undertaken and completed significant comprehensive planning related to facilities to ensure facilities are capable of supporting the current and future needs of the college. Review of documents and conversations with senior staff reveal that current decisions and future plans are aligned in conjunction with these plans to guide and direct resource allocation and capital investment.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college has developed and maintains a variety of policy manuals and handbooks which guide decisions and actions and which ensure the institution effectively governs and operates consistent with its mission. This includes a Governance Manual, Bylaws and Articles of Incorporation, and faculty, staff, and student handbooks. Conversations with the board, administration, faculty, staff, and students reveal that each constituency is familiar with the appropriate governing and policy manuals and their use in guiding decisions and actions.
- To ensure that the institution's guiding policies and documents are current and effective in directing decisions and actions the college constituted an Earlham Plan Implementation Committee. The committee has been responsible for addressing the institutional imperative of the strategic plan to create a process for reviewing and, as needed, revising governance documents and processes. Conversations with administration and members of the committee reveal that such a process is underway.
- The college is governed by a Board of Trustees comprised of individuals committed to the mission of the college. The board is appropriately guided by the Bylaws and other governing documents and exercises its authority through a variety of means, including eight standing committees focused on specific areas of the college, regular meetings of the board and its committees, and appropriate guidance, oversight, and partnership with the president. Review of board committee minutes, as well as conversations with the board, reveal that the board is informed and is appropriately engaged in fulfilling its role. The School of Religion is governed by the Board of Trustees, the president, and a dean.
- The Board of Trustees has "evolved" over the past ten years in response to their assessment that changes in the board's makeup and functioning were needed to effectively govern and guide the college into the future. This included altering the Bylaws to allow for an increase in the number of independent trustees, ending the Indiana Yearly Meeting's (IYM) appointment of six of the members of the board. A cooperative and supportive relationship between the college and IYM remains, however, and is codified in both a formal document and in the demonstrated support and cooperative activities between the college and IYM. Conversations with both board leadership and senior administration reveal a common belief in the future positive improvement to the board's composition that this change and other efforts will enable.
- Consistent with its mission the college subscribes to a highly collaborative

form of governance consistent with its Quaker tradition. This use of consensus governance applies to the board, faculty, Student Senate, and various committees of the college. While conversations across campus reveal some variability in what consensus government means to each individual and how it is implemented by various groups, there is a common understanding of its importance and significance to the value system and culture of the college. Review of past accreditation reviews reveals recommendations related to clarifying governance and it appears these efforts have made positive progress. With that said, a number of administrators, faculty, and staff acknowledged that continued effort is required to ensure that all stakeholders are aware of the governance processes and unique cultural expectations and values as they join the college community.

- In order to enable involvement by its primary stakeholders in the governance and operation of the college, the college employs a variety of committees and decision making and advisory bodies. This includes the Faculty, College Conference, regular staff meetings, Employee Council, an array of standing committees of faculty and staff, and Earlham Student Government. A review of minutes as well as conversations with key stakeholders from across the campus reveal that these groups have meaningful roles in governance and operation and that faculty and staff, generally, believe their role is appropriate and meaningful.

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college maintains a budgeting process that links the strategic plan and its priorities with budgeting decisions. This includes the submission of unit-level

budgeting requests for strategic initiatives as well as initiatives associated with the “*10-Year Mindset*,” one of the key strategic initiatives of the college, to the Earlham Planning Implementation Committee for funding consideration. Conversations with administration and staff reveal that while the college has found itself in a limited resource environment, it has been able to prioritize its resources for optimal benefit and advancement of its strategic priorities and its mission.

- The college has historically undertaken regular strategic planning at both the institution level as well as at the sub-unit or departmental level. The most recent strategic plan was initiated in 2011 with the appointment of a strategic planning committee that included a broad array of stakeholders including administrators, faculty, staff, students, board members, and alumni. This process of inclusion and broad participation, coupled with effective communication and transparency regarding the goals and aims of the college have resulted in a plan that is reflective of and responsive to its internal and external stakeholders and constituents.
- The college has ensured that its strategic plan is directly connected to its mission. Further, the most recent strategic planning process began with a reaffirmation of the present mission which then informed and guided the remainder of the strategic planning process. Conversations with the Board of Trustees, president, senior staff, and key committees reveal that the mission of the college and the type of college Earlham intends to be in fulfillment of its mission is at the very heart of the strategic plan(s) and associated decisions and actions it is undertaking.
- Sub-unit planning and activity is coordinated and connected to the overall college strategic plan, ensuring that they are consistent and in alignment with the strategic direction of the college. This work has been overseen and coordinated by the Earlham Planning Implementation Committee (EPIC) and focuses on several key areas, including: faculty salaries and compensation, assessment, athletics, diversity, infrastructure, technology, campus safety, student recruitment and retention, student development, sustainability, the Newlin Center, and wellness planning. Through EPIC’s coordination and review, consultation with the campus community has been undertaken and recommendations to senior administration have been made regarding prioritization and resource allocation which have then been approved by the Board of Trustees. Discussion with EPIC members reveals that, while this approach has been highly successful for the initial implementation of the plan, they have recently recommended to the president that the next levels of strategic plan coordination be undertaken within the standard administrative structures of the college, led by the senior staff, and the committee structures of the Board of Trustees. They further recommended that the Convener’s Lunch, a regularly meeting of the heads of all the faculty committees, be tasked with coordination of key integrated, cross-college initiatives, allowing for effective stakeholder engagement and appropriate faculty involvement in

- these areas.
- Review of the self-study as well as conversations with staff reveal that a significant amount of institutional attention is involved in sustainability-related planning. This includes student and staff-led groups and initiatives oriented to considering and improving the college's sustainability across a variety of areas. It should be noted however, that the self-study states that the college "...does not have a strong, declarative stance on sustainability at the level of the president or the board." Direct conversation with the president reveals that this statement reflects only on the president and board's position related to a single narrowly defined issue and is not reflective of his or the board's overall commitment to sustainability, which is strong. Conversation with students reveals that student understanding of the college's commitment may be mixed. Therefore, recognizing that while grass-roots efforts can lead to significant outcomes, the college may be well served to gain an increased level of institutional clarity regarding the college's position related to sustainability as well as more declarative goals related to sustainability such that the wide variety of efforts across campus can be coordinated in a more efficient and effective manner toward achieving goals the college can and would most likely endorse.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The college maintains an institutional research office which holds primary responsibility for collecting and reporting a broad array of performance-related data, both to internal constituencies as well as to outside agencies and the public. Review of this information and conversations with staff reveal that this effort is robust and effective.
- The college and School of Religion undertake substantive assessment of both its academic programs and administrative units. This includes areas such as diversity, compensation, technology, the library, and course management systems, to name a few. Review of these assessments and conversations with administration, faculty, and staff demonstrates that these assessments

- are meaningful, their results are understood, and that results are applied to improving their ability to fulfill their missions.
- To assist its assessment efforts, the college engages a variety of consultants to provide an external perspective and enhanced expertise. This has included assessment of admissions, financial aid, marketing and branding, athletics, student development, and information services, to name only a few. These assessments have resulted in significant and meaningful improvements for the college, including enhanced and new admissions strategies, improved financial aid strategies more aligned with the college's strategic enrollment plan, a new marketing and branding platform and plan, a new strategic plan for athletics, significant changes in Student Development, and a new information services strategic plan. Review of documents as well as conversations with administration, faculty, and staff reveal that these initiatives are significant and meaningful in directing resources and action in pursuit of enhancing the institutions operations and performance.

Team Determination on Criterion Five:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

Earlham College's resources, structures, and processes are mature and are effectively and sufficiently directed toward the fulfillment of its mission and the improvement of the quality of its educational offerings. While the college has had a couple of years of enrollments and associated revenues below anticipated levels, strong and responsible fiscal management combined with an inherently stable fiscal foundation has allowed the college to make "an investment" in its future by sustaining annual operating deficits so that resources can be directed at repositioning and strengthening the college's enrollment and market position as a selective national liberal arts college. This decision and action is being done intentionally and with forethought and involvement of the board, president, administration, and campus community. The college's demonstrated ability to do so, without incurring a significant crisis, illustrates the strength and effectiveness of its resources, organizational structures, and processes in support of its mission and educational offerings.

The college recognizes that to operate for a number of years with successive operating deficits, increased draws from unrestricted endowment, increased capital spending, and increasing debt all carry significant risk of eroding the institution's fiscal health. The *board* and senior administration acknowledge this risk and are taking steps to continuously monitor progress and have stated a willingness to alter plans as needed to both ensure long-term fiscal health and to optimize the mission of the college. The team commends the college for building a strong fiscal

foundation from which a plan such as this could be possible and strongly encourages the college to closely monitor progress and to sustain or alter plans as appropriate to both ensure long-term fiscal health and to optimize its mission.

The college has a history of robust and effective comprehensive planning which is effectively integrated with the allocation of resources and institutional action. This allows for an effective response to future challenges and opportunities. The new plan and direction for the college is broadly understood and embraced and now guides effective institutional action and the realignment of resources toward optimal support of the college's mission and educational programs.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation:

Continued Accreditation

2. Timing for Next Reaffirmation Evaluation:

2023-2024

3. Rationale:

Earlham College meets the criteria for accreditation. The constituents of Earlham College understand and support the mission of this residential liberal arts college with Quaker values. Its emphasis on diversity, interdisciplinary studies, and off-campus study programs are evidence of these values. Recent discussions and plans to become a more selective liberal arts college will influence the future identity of the college. Handbooks, policies, and procedures are evident and ensure ethical practices. The Board of Trustees is acutely aware of its role and follows through with enacting that role. The Quaker value of consensus is used for decision-making. It is unclear to some constituents, especially students and some new faculty, when consensus decision-making is used and when it is not. Education and clarification of this key element of campus life is needed. Faculty and staff are appropriately credentialed and trained. Over 90% of the faculty hold a terminal degree in their respective areas of study. While it appears sufficient faculty are employed, about 60% of the faculty are involved with off-campus studies leaving the remaining faculty to cover needed on-campus courses. The faculty understands and supports the need for assessment of student learning. A centralized assessment data center, a director of assessment, and longer terms for members of the assessment committee would help faculty members use assessment data.

Earlham College is financially healthy with an endowment over \$300 million. It is embarking, however, on a transition to a more selective liberal arts institution. To do so, operating deficits through 2019 are projected. The college needs to carefully monitor this strategic plan to ensure continued financial stability. The Earlham School of Religion is sufficiently staffed, employs assessment of student learning, and plans strategically. This aspect of Earlham College operates efficiently and successfully. While Earlham College has areas for improvement which the team references and the self-study identified, the college meets the criteria for accreditation and is positioning itself well for the next decade.

4. Criterion-related Monitoring Required (report, focused visit):

Monitoring: None

Rationale:

5. Federal Compliance Monitoring Required (report, focused visit):

Monitoring: None

Rationale:

B. Commission Sanction or Adverse Action

N/A

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- () Yes (X) No Legal Status
- () Yes (X) No Degree Level
- () Yes (X) No Program Change
- () Yes (X) No Distance or Correspondence Education
- () Yes (X) No Contractual or Consortial Arrangements
- () Yes (X) No Mission or Student Body
- () Yes (X) No Clock or Credit Hour
- () Yes (X) No Additional Locations or Campuses
- () Yes (X) No Access to Notification
- () Yes (X) No Access to Expedited Desk Review
- () Yes (X) No Teach-out Arrangement
- () Yes (X) No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

None

Appendix A

Interactions with Constituencies

President
Provost
Board of Trustees
Registrar
Director of Financial Aid
Dean of Earlham School of Religion
Director of Newlin Center
Director of Religious Life
Faculty members
Director of IT
Director of Instructional Technology And Media
President's Cabinet
Academic Dean
Vice President for Enrollment and Marketing
Vice President for Community Relations
Director of Event and Operations
Director of Sponsored Programs and Foundations Relations
Diversity Progress Committee
Associate Vice President for Marketing and Communications
Director of Web Communications
Chief Financial Officer
Chief Advancement Officer
Budget Advisory Committee
Earlham Planning Implementation Committee
HR Director
Staff
Dean of Students
Human Subjects Research Committee
Chief Facilities Director
Student Support Services personnel (health, counseling, academic enrichment)
Student Diversity Council
Student Senate
Director of the Center for Integrated Learning
Students (scheduled meeting and random in dining hall)
Director of Residence Life (including tour of residence halls)
Associate Academic Dean
Professional Development Committee
Faculty Affairs Committee
Interview and Search Committee
Assessment Committee
All Library Staff
Curricular Steering Committee

Head of Masters in Education Program
Graduate Faculty
Division Chairs
Curricular Policy Committee

Appendix B

Principal Documents, Materials, and Web Pages Reviewed

2012 IPEDS Data Feedback Report
2012 NSSE
2012 NSSE Faculty/Student research
Advisory Committee on Assessment Change in Faculty
Advisory Committee on Assessment Charge
Academic Audits
Academic Credits
Academic Enrichment Center
Academic Integrity
Accreditation Survey
Accreditation Survey Summary
Achievements and Fellowships
Administrative Faculty Proposal
Administrative Reviews
Advising Focus Group
Alcohol Policy
Alumni Relations
Art and Science Report
Arts Requirement
College Board Admitted Student Questionnaire
Assessment Data
Assessment of Counseling Services
Assessment of General Education
Assessment of Outcomes
Athlete and Community
Athletics and Wellness
Athletics and Wellness Philosophy
Athletics Mission
Athletics Strategic Plan
Audit Committee Charge
Banner-Elucian Consulting
Financial Audit Reports
Board of Trustees minutes
Bonner Scholars Program
Border Studies Program
Catalog
Center for Integrated Learning
CIRP The Freshman Survey
CLA Institutional Reports
CLA Longitudinal Reports
Co-curricular Learning Goals

Common Data Set 2012-13
Community Policies
Conflict of Interest Policy
Copyright Policy
Counseling Services
Curricular Policy Committee Minutes
Credit Hour Policy
Curricular Steering Committee Charge
Curricular Steering Committee
Curricular Strategic Vision Statement
Curriculum Guide
Data-driven Program Changes
Davis Scholars and Retention
Department Surveys
Departmental 5-year Reviews
Diverse Learning Environments Summary
Diversity Aspirations Vision Statement
Diversity in the Curriculum
Diversity Plan
Diversity Progress Report 2011
Earlham By-laws
Earlham Foundation Investment Policy
Earlham Libraries Mission
Earlham Mission
Earlham School of Religion
EBI Assessment
EBI Survey Report
Enrollment History and Projections
Enrollment Profile
Environmental Studies
Earlham Plan Implementation Committee Charge
Equestrian Program
Facilities Condition Assessment
Faculty Governance
Faculty Handbook
Faculty Files – random sample
Faculty Meeting Minutes
Faculty, Staff, Student Handbooks
Fellowships Report
Financial Aid Office
First-year Experience
First-year Residential Program
Fiscal Challenge Task Force

Ford/Knight Projects and Guidelines
General Education Goals
General Education Transfer Credits
Great Lakes Colleges Association Salary comparisons
Global Perspectives Inventory
Governance Manual Document
Global Perspectives Inventory Report
Graduate School Attendance
Graduation Rate Comparison
Graduation Rates
Grants
Health Services
Healthy Minds Study
HEDS 1st to 2nd year
HEDS Alumni Survey
HEDS Baccalaureate Origins Report
HEDS Senior Survey
HERI Faculty Survey
HERI Graduation Rate Predictor
HERI Your First College Year
Human Subjects Review Board
Indiana Dept. of Education Approval
Instructional Technology and Media
International Diversity
International Education Review
International Student Life
International Student Support
Investments
IR Library
IT Strategic Plan
Instructional Technology And Media Services
Information Technology Services External Review
Japan Study Review and Summary
Kenlee Ray Fellows Program
Learning Goals/Curricular Maps
Masters of Art in Teaching Policies
Masters of Art in Teaching Strategic Plan
Masters of Art in Teaching Teaching Rubrics
McNair Program Review
Measuring Information Services Outcomes Survey Report
Moodle – religion courses and other documents
Multicultural Affairs
Association of International Educators
National Assessment of Services and Community Engagement Survey

Newlin Center Plan
Non-returning students' statistics
NSSE Senior Survey
Off-campus Study
Office of Religious Life
Organizational Chart
Outdoor Education
Peace And Global Studies Program
Paul Simon Award
Peer Mentor Study
Perspectives on Diversity
Plowshares Report
Powers and Straker Study
Principles and Practices document
Prometheus Group Report
Purpose and Passion Post-Campaign Report
Quaker Yearly Meetings
Student Reasons for Leaving
Retention Reports, 1st to 2nd Semester, 1st to 3rd Semester, 1st to 4th Semester
Ronald McNair Achievement Program
Scientific Inquiry Requirement
Senior Capstone Requirement
Sexual Aggression Advocates
Sightlines Facilities Benchmarking
Socially Responsible Investment Committee Charge
Staff Handbook
Standing committees
Sustainability Tracking And Reporting System Report
Stillwater Report
Strategic Plan Report
Student Center Study
Student Code of Conduct
Student Development Plan
Student Employment
Student Faculty Affairs
Student Government Constitution
Student Handbook
Student Organizations
Student Search and Interview Committee
Syllabi – random sample
Summer Writing Initiative
Sustainability Plan
Sustainability Tracking and Reporting System
Teagle Funded Assessment

Tederman Report
Thematic Study Abroad
Theological Schools Accreditation
Tobacco Policy
Transfer Credit Policy
Undecided Major Retention
Vendor Policies
Website
Writing Center

Appendix C Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams

Effective September 1, 2013 – August 31, 2014

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: Earlham College

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the "Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours" in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.

4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. The team should ensure that the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*

- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
 - **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
 - **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
 - **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
 - **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.

3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to

the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Catalog
 Student Handbook
 Calendar and Assignment of Courses
 Credit Hour policy
 Recruitment materials
 Student complaint log and Process
 IT
 Registrar and registration procedures
 Financial Audit
 Campus Crime Statistics
 Athletic eligibility
 GLCA consortium arrangement
 Website
 Assessment data
 Indiana Department of Education report
 Magazines and publications of HLC visit
 Random sample of syllabi

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _____ Earlham College _____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.

5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
 - If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Visual and Performing Arts Division – Art, Theatre Arts courses

Humanities Division – English, Philosophy, Religion courses

Natural Sciences Division – Biology, Mathematics courses

Social Sciences Division – Economics

Interdisciplinary Courses – Environmental Studies, Peace and Global Studies

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments: N/A

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments: N/A

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments: N/A

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

None

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Earlham College IN

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 03/03/2014 - 03/05/2014

Nature of Organization

CONTROL: Private NFP

RECOMMENDATION:

DEGREES AWARDED: Bachelors, Masters

RECOMMENDATION: No change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

None.

RECOMMENDATION: No change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:

The institution has been approved under Commission policy to offer up to 5% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: No change

ACCREDITATION ACTIVITIES:

RECOMMENDATION:

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2003 - 2004

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2013 - 2014

RECOMMENDATION: 2023-24



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1183 Earlham College IN

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

XXX No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	34
Programs leading to Graduate	
Masters	4
Specialist	0
Doctors	0
Certificate programs	
Certificate	0

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

ORGANIZATIONAL PROFILE WORKSHEET

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Master 39.0602 Divinity/Ministry Master of Divinity/Master of Ministry Videocassettes, DVDs, and CD-ROMs

Master 39.9999 Theology and Religious Vocations, Other Master of Arts in Religion Videocassettes, DVDs, and CD-ROMs

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
