SELF-STUDY REPORT
EXECUTIVE SUMMARY, FALL 2013
Prepared for the Higher Learning Commission, North Central Association of Colleges and Schools
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WHO WE ARE

Mission
The mission of Antioch College is to provide a rigorous liberal arts education on the belief that scholarship and life experience are strengthened when linked, that diversity in all its manifestations is a fundamental component of excellence in education, and that authentic social and community engagement is vital for those who strive to win victories for humanity.

Vision
Antioch College will be the place where new and better ways of living are discovered as a result of meaningful engagement with the world through intentional linkages between classroom and experiential education.

Strategic Goals
• Goal 1: Connect an excellent liberal arts curriculum with rich experiential education and deep community involvement
• Goal 2: Attract and retain right-fit students and employees
• Goal 3: Build a sustainable educational environment
• Goal 4: Support the programs through a strong revenue base and financial management
• Goal 5: Serve local, national, and global communities
• Goal 6: Emphasize institutional effectiveness

Learning Outcomes
Curricular, experiential education, community, and supporting elements are all designed to further student learning in these areas:
• Knowledge and Inquiry
• Skill and Innovation
• Critical Thinking
• Intercultural Effectiveness
• Social Engagement
• Deliberative Action
• Written, Quantitative, and Oral Communication
PREFACE

Antioch College is undergoing a multi-year, multi-phase accreditation process with the North Central Association of the Higher Learning Commission (HLC). To become a candidate for accreditation, the College must demonstrate, through a Self-Study Report and a site visit, that it meets all Eligibility Requirements and Assumed Practices, and has the capacity to fully meet the Criteria for Accreditation within the candidacy period. Learn more about the accreditation process and requirements at www.ncahlc.org.

In preparation for its site visit, scheduled for November 11-13, 2013, Antioch College conducted an extensive and rigorous self-study process, carefully considering its educational programs and services – with particular focus on student learning and achievement – to determine how well these programs and services accomplish the College’s goals, fulfill its mission, and meet the Commission’s standards. Out of that unsparing evaluation came a comprehensive Self-Study Report, detailing where Antioch College has been, where it stands now, and the direction and challenges for which it must prepare. The full report will be available online following the November 2013 site visit. This document serves as a summary, providing an overview of the College’s strengths and challenges as they relate to the Criterion for Accreditation.

BY THE NUMBERS FALL 2013

- Student body: 200 approximate
- Full-time faculty*: 29
- Full-time employees (non-faculty): 84
- Faculty-student ratio: 10.3:1
- Majors: 11, plus self-designed major
- Campus size: 1,100 acres, including the Glen Helen nature preserve
- Acceptance rate: 18%
- Yield rate: 65%
- Students receiving financial aid: 100%
- Retention, Fall 2011 to Fall 2012**: 89.1%
- Graduation rate, 4-year: 73% expected
- Graduation rate, 6-year: 79% expected
- Alumni: 17,000+
- Alumni donor participation rate, FY13: 27%
- Endowment: $44.3 million
- Operating budget, FY14: $15.6 million
- Fundraising, FY13: $19.5 million in cash, gifts, and pledges
- Total fundraising since independence: $50 million

* Includes administrators with faculty status
** Retention data for Fall 2013 available following the October census
HISTORY AND CONTEXT

Antioch College, an independent, liberal arts institution in Yellow Springs, Ohio, was founded in 1850. Following a widely-publicized closure in 2008 and an intense alumni-led effort to establish an institution independent of the university system it spawned, the College re-opened to students in 2011 as an innovative, reinvented college centrally focused on its mission and vision of new and better ways.

ABBREVIATED TIMELINE

1850 >> Antioch College was established at a convention of the Christian Church held in Marion, New York, as a coeducational, nonsectarian liberal arts institution – the first in America.

1853 >> The College opened its doors in Yellow Springs, Ohio, with an inaugural faculty of six, one of whom was the first female college professor in the United States to have status and salary equal to that of her male colleagues.

1857 >> Antioch graduated its first class, including three women.

1859 >> In his 1859 baccalaureate address, Antioch’s first president, Horace Mann, bestowed upon the College a sense of mission and purpose that has carried throughout its history: “Be ashamed to die until you have won some victory for humanity.”

1921 >> President Arthur Morgan implemented a new curriculum that combined practical industrial experience with classroom learning. Known as cooperative education, or co-op, and building on a model established by the University of Cincinnati’s engineering program, students attended classes for a term, then worked at a paid job for a term, providing both practical education and money for tuition and living expenses. With enrollment outpacing dorm capacity, sending a portion of the student body out on co-op also allowed the College to maximize its physical plant. This curricular innovation propelled the College to new levels of achievement and recognition in the decades that followed and remains a key component of the curriculum today.

1926 >> A community governance model was established by students and approved by the faculty. In contrast to the traditional student government, Community Government was a combination of students, staff, faculty, and administrators working under the assumption that the people most affected by decisions should be part of the decision-making process.

1927 >> Antioch was first accredited by the North Central Association of Colleges and Secondary Schools.

1929 >> Glen Helen, 1,000-acre woodland adjacent to the campus was given to the College by Hugh Taylor Birch of the Class of 1869 in memory of his daughter, Helen Birch Bartless.

>> The Fels Research Institute for the study of human development was established at Antioch.

>> Intercollegiate football was abolished.

1940 >> The Antioch Review was established.
1940s >> The College expanded rapidly in both prestige and enrollment, graduating famous alumni such as Rod Serling, Coretta Scott King, and Clifford Geertz.

1964 >> The College began geographical expansion, launching a vast network of adult education initiatives meant to bring the Antioch message of self-development and personal ambition to underserved constituencies across the country.

“I cannot stand on the campus of Antioch College without a deep sense of appreciation for all that this great institution of learning has given to the cultural, the social, and political life of our nation and the world. All men of goodwill are indebted to this great institution for its noble heritage and its rich tradition.”

– Dr. Martin Luther King, Jr., from his 1965 commencement address to the students of Antioch College

1978 >> The Board of Trustees reincorporated the entire institution as Antioch University, which at its peak included 35 campuses.

2007 >> Antioch University announced plans to suspend the College’s operations.

Following the decision by the University to close Antioch College, alumni from around the world pooled their strength, wealth, and dedication in an effort first to save, and then to re-open Antioch as an independent college. Alumni coined the mantra, “Be ashamed to let it die,” and created the College Revival Fund (CRF), a fundraising nonprofit, to support the ongoing operations of the College.

2008 >> JUNE Antioch College was officially closed for reasons of financial exigency.

2008 >> JULY The Antioch College Alumni Association established the Antioch College Board Pro Tempore, naming its first five board members a month later – all alumni, chosen for their fundraising ability and experience in higher education.

2008 >> The Nonstop Liberal Arts Institute – a collaborative effort by former Antioch College faculty, staff, students, and alumni to carry on Antioch’s values and traditions through a series of workshops, classes, and events – was founded, ultimately serving more than 100 traditional and nontraditional students.

2009 >> SEPTEMBER An independent Antioch College was born. In exchange for $6.2 million, the University transferred ownership of most of the College’s buildings and land, the Glen Helen nature preserve, and a $22.2 million endowment to the Antioch College Continuation Corporation.

2009 >> OCTOBER The organization’s name was changed from Antioch College Continuation Corporation to Antioch College Corporation.

Five former faculty, known as the Morgan Fellows, were hired to lay the groundwork for the revamped curriculum and to re-establish the College in the context of liberal arts education by hosting regular symposia, art exhibitions, film screenings, and public lectures, bringing 55 speakers and artists to campus during the symposium year, November 2009-October 2010.

2009 >> DECEMBER Matthew Derr ’89 was appointed interim president. Derr oversaw the initial campus renovations, expansion of fundraising capacity, hiring of administrative staff, and efforts to rebuild fractured relationships with the Antioch alumni.

2010 >> JANUARY College leaders rededicated South Hall after the building’s interior was renovated for use as the College’s central administration building.
2010 >> **AUGUST** A Task Force on Community and Community Governance, with a membership of twelve alumni and former faculty members, was charged with establishing a temporary system of community governance that would serve the College during its first year while allowing the new students to shape a permanent governance model.

2010 >> **OCTOBER** The Board Pro Tempore voted unanimously to appoint Mark Roosevelt – educational reformer, teacher, and political activist – to the College Presidency.

2011 >> **JANUARY** Mark Roosevelt began his tenure as president.

2011 >> **FEBRUARY** The Board Pro Tempore announced that all students admitted for the College’s inaugural year would receive the Horace Mann Fellowship – an award package including full tuition and carrying certain rights and responsibilities.

>> Great Lakes Colleges Association (GLCA) member institutions agreed to review credits earned at Antioch in a manner consistent with present standards of review for accredited GLCA institutions. This backing from the GLCA is a testament to the credibility of the College’s academic program and provides students and their families with the necessary confidence to consider Antioch in the college choice process.

2011 >> **JULY** The first six faculty – in chemistry, visual arts, literature, philosophy, anthropology, and Spanish – began their work, completing an eight-week orientation program and assuming ownership of the curriculum initiated by the Morgan Fellows. Renovations to McGregor Hall, a classroom and office building, were finalized.

2011 >> **SEPTEMBER** College leadership launched a campus master planning process with Pittsburg-based architecture firm, MacLachlan, Cornelius, & Filoni. The firm shares the College’s belief that many campuses are overbuilt in an attempt to attract high tuition paying students with luxurious dormitories, fitness facilities, and other amenities that escalate the cost of college and divert resources from academics and student support. In contrast, Antioch remains committed to a right-size campus, renovating buildings consistent with enrollment growth, and seeks a space utilization rate as much as 50 percent above that of its peers.

>> Renovations to Birch Hall, a dormitory, were completed in preparation for the arrival of the College’s first class of students since independence.

2011 >> **OCTOBER** The first class of Horace Mann Fellows arrived on campus. Thirty-five students in the inaugural class accepted the College’s offer of admission, entering with an average high school GPA of 3.56, possessing a rigorous academic background, and demonstrating substantial interest and experience in sustainability and foreign language. The class included a National Merit Scholar Finalist and two Semifinalists.

>> The College realized an investment gain of $26.9 million following the sale of YSI Inc. – a water quality and filtration company founded at Antioch College; the College was a significant shareholder in the company, housing the stock in its endowment.

2012 >> **JANUARY** To ensure substantial interest in Antioch and quality in the applicant pool, the Board of Trustees extended the Horace Mann Fellowship program to the first four founding classes, 2011-2014. The announcement went viral as CBS News, Yahoo Finance, and other news and social media outlets picked up the College’s press release. The “happy crisis” that temporarily crashed the website resulted in more than 3,100 applications for the 75 spots available for fall 2012. After vetting applications, Antioch became the most selective school in the nation, accepting just 5.2 percent of students who applied.
2012 >> APRIL The College transitioned to a traditional quarter system after students and faculty struggled with the original academic calendar – a modified block model in which some courses ran in 5.5-week increments while others spanned the entire quarter. This switch required a series of curricular adjustments.

2012 >> MAY President Mark Roosevelt engaged a special task group to aid in the identification and cultivation of additional non-alumni, mission-driven philanthropists interested in the College’s re-creation.

2012 >> JUNE Following a recommendation by the Community Governance Task Force, the College ratified the Community Council Constitution, marking an official start to a new model of shared governance at Antioch.

2012 >> JULY The College submitted its 1,200 page Preliminary Information Form to the Higher Learning Commission – a key step in the accreditation process.

2012 >> SEPTEMBER The College received notification from the Higher Learning Commission that its Preliminary Information Form had been accepted and that the College had permission to schedule a site visit.

2012 >> OCTOBER Following a $5.7 million renovation, historic North Hall opened as the College’s second residence hall. Featuring solar panels and an eco-friendly geothermal mechanical system, the dormitory models the College’s commitment to environmental sustainability.

>> The Board of Trustees approved an environmental covenant for Glen Helen, permanently protecting the nature preserve from being subdivided and sold for development. Working with local and national conservation organizations, the College received $2.7 million for granting the conservation easement on the land. The proceeds from the transaction are held in an endowment funds and provide ongoing support for operations and capital improvements at Glen Helen.

2012 >> NOVEMBER The first elections for the newly formed Community Council were held. Elijah Blanton ’15 won the president seat, with Eric Rhodes ’16 serving as alternate.

>> The Board of Trustees authorized the construction of a central geothermal plant. The facility will power most of the campus, making Antioch the only school in the country heated and cooled almost exclusively by geothermal and solar power. Although considerably more expensive to construct than traditional alternatives, these improvements will reduce campus energy costs by $400,000+ annually when the campus is fully developed.

2012 >> DECEMBER The Boards of Antioch College and Antioch University agreed in principle to a plan that would transfer ownership of the non-commercial FM radio station WYSO to the College and eliminate any future rights of the University to have claim on Antioch College’s campus or endowment.

>> Students introduced a new tradition, writing wishes on paper lanterns and releasing them into the night sky as a special send-off for the class leaving for co-op.

>> A consultant was hired to work with College leadership to articulate four compelling case statements – opportunities for funding aligned with the College’s strategic priorities.
The College’s Ohio Agrarian Trade (OAT) Partnership – a program that builds student skills through direct immersion in the state’s food processing industry and integrates with the College’s Global Seminar on Food – received funding from the Ohio Board of Regents.

2013 >> JANUARY Phase 1 of the Science Building renovation was completed. The $3.6 million investment refurbished one-third of the building’s laboratories and classrooms – four of which feature environmentally friendly “green” fume hoods that cut energy costs by 96% and reduce operating costs by 70% and operate safely without polluting and contaminating the environment.

>> Sontag Fels building opened as student space.

2013 >> FEBRUARY Following a planning study conducted by the Compass Group, LLC, the Board of Trustees authorized a five-year, $75 million fundraising campaign.

2013 >> MARCH Students organized Antistoch, a community-wide benefit concert for WYSO radio.

2013 >> APRIL The first Co-op Swap was held, providing an avenue for students returning from co-op to share their experiences with classmates, faculty, and staff.

2013 >> MAY With 102 students accepting the offer of admission for Fall 2013, the College achieved a yield rate of 65% – a measure of selectivity on par with the finest institutions in America.

2013 >> JUNE The College ended the most successful fundraising year in its history, with $19.5 million in cash, pledges, and gifts booked for FY13.

>> Construction began on the Wellness Center, the former Curl Gymnasium. The center is conceptualized as a focal point for town-gown interactions and community members have played an active role in the facility’s planning and development. Following an $8 million renovation, the Center will open in the summer of 2014 and is expected to achieve LEED Gold certification.

>> The Office of Community Life and other student services functions relocated to Pennell House.

2013 >> JULY The agreement between the College and Antioch University – releasing the University’s reverter rights to campus real estate, Glen Helen, and the College’s endowment – was approved by the Greene County Probate Court, marking the College’s true independence from the University system it spawned.

>> North Hall was awarded LEED Gold Certification by the U.S. Green Building Council. Constructed in 1853, Antioch’s North Hall is considered the second oldest building in the world to achieve LEED Certification at any level in the new construction and major renovations LEED category, and the second oldest to achieve LEED Gold Certification in the same category.

>> The Board of Trustees authorized a feasibility study for what could become known as “Antioch College Village” – a multi-generational residential community on campus that might contribute to campus costs and enrich student learning.
Renovations to the Foundry Theatre began, with an expected opening in the fall of 2013. An advisory committee with members from the College and the Village of Yellow Springs share governance of the facility.

The College announced ten new faculty hires to keep pace with growing enrollment, building capacity in history, literature, math, psychology, performance, visual art, Spanish, cooperative education, political economy, and reference library services. Each academic division now has at least four full-time faculty members.

2013 AUGUST In preparation for its November 11-13, 2013 comprehensive evaluation for candidacy, the College hosted a team of administrators from GLCA institutions to conduct a mock visit.

2013 SEPTEMBER Following an intense 14-month evaluation process, the College submitted a Self-Study Report and more than 2,000 pages of documentation to the Higher Learning Commission.

A NEW MODEL FOR 21ST CENTURY LIBERAL ARTS

The new Antioch is starting during a time marked by increasing pressure on colleges and universities around the nation – not just liberal arts institutions – to re-imagine their role and approach, fueled by a growing chorus of criticism that the outcomes do not justify the expense.

Criticisms include:

• Lack of academic rigor;
• Students’ lack of connection to, and preparation for, the increasingly global and competitive world beyond college;
• Low retention and graduation rates, coupled with escalating costs and associated student debt; and
• Misplaced priorities that result in investment in facilities and athletics at the expense of academics and student support.

Unfortunately, in response most colleges have initially been defensive and resistant. Those leaders who believe change is needed face extraordinary resistance in systems and practices that have been frozen in place for more than two centuries. But when it comes to transformation, a disruption can be an advantage. Antioch College is using its reopening to rethink what a liberal arts education should be and to provide answers to the pressing issues facing higher education.

“Our closure gave us a unique opportunity to take a step back and examine what we were doing well and what we could to improve. Our particular model for liberal arts education combines academic rigor with real-world experience. We put students to work so that they can begin to test the theories they confront in the classroom. We make students active partners in their own learning, not just passive recipients. And we do all that we can to ensure students leave here not with a mountain of debt but the skills and capacity to excel professionally or in graduate school.”

— Mark Roosevelt, president
Honoring its legacy and building on the ethos of the former Antioch College, the new design includes:

- Rigorous liberal arts education that is interdisciplinary, experiential, global, and innovative;
- A cooperative education program that links work and campus learning and allows students to test and refine their growing knowledge and skills in the real world;
- A coordinated system to support student success from the time students first apply; and
- A no-frills campus design that utilizes efficient energy sources, maximizes space utilization, and reduces long-term facility maintenance costs.

THE COLLEGE TODAY

Preparing to enter its third academic year, Antioch College has reached a point of early stability. The College is attracting and retaining right-fit students; providing a rigorous, experiential, and transformative learning experience; guiding students toward success; building a smart, efficient, and sustainable campus; exploring new financial models; and providing opportunities for students to connect their academic knowledge to the world of work, across the country and around the globe. These successes are the result of disciplined and systematic thinking, an understanding of the College’s current capacity and potential for growth, and the ability to confront the many challenges associated with a start-up of this magnitude.

Our actions now are aimed at building an institution capable of continuing to grow in strength, quality, and influence so that Antioch College, now and in the future, will be a meaningful contributor to the transformation of generations of new students and to the landscape of higher education. The future holds exciting opportunities as well as challenges the College must address. We wrestle with ongoing questions and issues, some unique to the re-creation of Antioch and some shared by campuses around the country:

- Understanding that we cannot continue to offer full-tuition fellowships, preparing to successfully transition to charging tuition;
- Deciding whether to offer only need-based scholarships or to offer merit aid as well;
- Devising strategies to maintain our commitment to low-income students while ensuring adequate student-derived revenue to fund operations;
- Working to reduce the cost of delivering a high-quality liberal arts education;
- Remaining vigilant for changes in the economy that may impact our ability to secure paying co-op jobs as enrollment increases;
- Refining what we mean by “experiential education” to include “embedded education” opportunities while still providing a robust co-op program;
- Considering ways to utilize assets such as the Glen Helen nature preserve, WYSO radio, Herndon Gallery, Coretta Scott King Center, and the Antioch Review to support the curriculum; and
- Continuing to honor Antioch’s past while charting new paths.

Continued engagement around these issues will inform our work as we seek to establish an innovative, sustainable model for practical liberal arts education. We do this work in the full realization that Antioch’s history demands not that we stand pat, but rather that we continue to think broadly about what best prepares our students for the many challenges they will face in devising new and better ways of living for their generation and generations to come.
SELF-STUDY REPORT

EXECUTIVE SUMMARY

SELF-STUDY PROCESS

Antioch College began its self-study process in July 2012, with the College’s mission, vision, learning outcomes, and strategic goals as its framework. Under the leadership of a Self-Study Coordinator and a Self-Study Steering Committee appointed by the president, subcommittees (Criterion Teams) examined existing data and evidence, gathered new information, and prepared analytical reports on assigned topics. These reports were compiled and edited by the Self-Study Coordinator, reviewed by the Steering Committee, and ultimately reflected in the Self-Study Report.

Steering Committee and Criterion Team members were intentionally drawn from around campus to ensure broad representation by functional area and organizational level. Executive assistants, vice presidents, and many levels in between were appointed as members in the following areas: Academic Affairs; Admission and Financial Aid; Advancement; Antiochiana (College archive); Communications; Cooperative, Experiential and International Education; Coretta Scott King Center for Intellectual and Cultural Freedom; Diversity Group; Facilities and Operations; Faculty; Finance and Administration; Glen Helen Ecology Institute; Institutional Effectiveness and Research; Olive Kettering Library; President’s Office; Residence Life; and the Writing Institute.

SELF-STUDY STEERING COMMITTEE MEMBERS

Vice President for Academic Affairs  Hassan Rahmanian (Co-Chair)
Director of Institutional Effectiveness  Jennifer Jolls (Co-Chair and Self-Study Coordinator)
Chief Communications Officer  Gariot Louima (Chair, Criterion 1)
Assistant Professor of Anthropology  Kristen Adler (Chair, Criterion 2)
Dean of Cooperative, Experiential, and International Education  Richard Kraince (Chair, Criterion 3)
Associate Dean of Academic Affairs and Associate Professor of Chemistry  David Kammler (Chair, Criterion 4)
Executive Director of Glen Helen Ecology Institute  Nick Boutis (Chair, Criterion 5)
Alumni Relations Officer for Events and Communication  Maria Rauch (Recorder)
Community Council President  Elijah Blanton ’15 (appointed in November 2012 upon election to Community Council)
Institutional Research Coordinator  Jim Woehrle (appointed in March 2013 upon hire)
Assistant Director of Communications  Nicole Wroten (appointed in July 2013 to spearhead campus engagement efforts)
KEY WORK AND CAMPUS ENGAGEMENT

One of the first tasks of the Steering Committee was to develop a Self-Study Design to serve as a blueprint for the process and final report. The Design includes the timeline, budget, and goals for the process, and guided the Steering Committee and Criterion Teams in their discussion, research, and writing. The Steering Committee also aligned the Criteria for Accreditation with the College’s strategic goals to show how the accreditation and strategic planning processes complement one another.

Working from these documents, Criterion Teams submitted a series of reports to serve as the foundation and key inputs for the final Self-Study Report. Reports included: (1) a list of available evidence and evidence still needed to effectively evaluate the College’s progress on each Core Component; (2) an evaluative report that supports, with evidence, how well the College is meeting each Core Component; (3) an analysis and future plans report that considers whether or not each Core Component has been met and what actions must be taken next to ensure that the component will be met or strengthened during the candidacy period; and (4) first and final chapter drafts that follow the outline and recommendations provided by the Steering Committee.

To support the work of the Criterion Teams, an electronic survey of faculty, staff, and students was conducted in January 2013 to assess Antioch College’s key strengths and areas for improvement as they relate to the Criteria for Accreditation. The survey garnered wide participation, with 75% students (79), 85% staff (56), and 88% of faculty (22) responding. The survey findings are cited throughout the Self-Study Report, providing a helpful perspective on the Criteria for Accreditation.

In March 2013, the Steering Committee articulated a theme for the self-study process, We think. We can., and hosted a logo design contest to engage the campus community in the accreditation effort. Sharing an association with the popular children’s book, The Little Engine That Could, the theme embodies optimism and hard work—both critical to the College’s success in the self-study process. The theme also lends itself well for use after the site visit by adding a resounding, We DID!

Wall calendars featuring the College mission, vision, learning outcomes, and strategic goals were produced and provided to faculty and staff in early 2013; bookmarks with the Criteria for Accreditation were provided to all members of the campus community in the summer of 2013. The president and members of the Steering Committee hosted presentations and question-and-answer sessions about the accreditation process during Community Meeting (for all members of the campus community), Chat ‘n Chew (for staff and faculty), and other forums, such as employee and faculty orientation programs and meetings of the Faculty Assembly and Senior Leadership Team.

The College invited a team of professionals from the Great Lakes Colleges Association (GLCA) to conduct a mock visit in August 2013. Collectively, the team has extensive experience in higher education and accreditation; several are active peer reviewers with regional accrediting bodies and one has served on the Higher Learning Commission’s Institutional Actions Council. Though we recognize that the views of the mock team have no bearing on the outcome of the actual visit, the exercise and the reviewers’ comments provided confidence in our process and preparation.

We emerge from this process with a thorough understanding of accreditation requirements and an appreciation for the self-study method. The evaluation confirmed a number of strengths and highlighted opportunities for improvement. The Self-Study Report thus provides compelling evidence to support the award of candidacy status, while serving as a valuable tool for institutional planning, change, and growth. The results are already being used to drive improvements in our programs, services, and operations.
SUMMARY OF STRENGTHS, CHALLENGES, AND FUTURE DIRECTIONS

“Antioch is in a class by itself. There is no college or university in the country that makes a more profound difference in a young person’s life, or that creates more effective adults. None of the Ivies, big or small, can match Antioch’s ability to produce outstanding thinkers and doers.”

— Loren Pope, Colleges That Change Lives

The 14-month self-study process has been a valuable learning experience for the staff, faculty, students, and trustees of Antioch College. Led by a dedicated Steering Committee, the College carefully considered its educational programs and services – with particular attention on student learning and achievement – to determine how well the institution accomplishes its goals, fulfills its mission, and meets the standards of the Higher Learning Commission. The process of self-study confirmed both strengths and challenges in relation to the Criteria for Accreditation and highlighted the continued work we must do to re-establish Antioch College as a nationally recognized leader in practical liberal arts education.

Following this in-depth analysis, we are confident that Antioch College meets the requirements for candidacy. We believe the evidence provided is sufficient to conclude that all Eligibility Requirements and Assumed Practices have been met, and that the College has the capacity to fully meet the Criteria for Accreditation within the candidacy period.

CRITERION 1 | MISSION

Strengths

• The College’s mission is broadly understood within the institution and guides our operations. More than 90% of faculty, staff, and students indicate a solid understanding of the mission, and most employees (95% of faculty and 86% of employees) understand how the mission relates to their work.

• The mission serves as the basis for the College’s strategic plan, which features six broad goals through which the mission and vision are realized.

• The College articulates its mission, vision, and strategic plan publicly on its website, in handbooks and catalogs, and through regular progress reports.

• The mission demonstrates understanding of the College’s role in a diverse society. The curriculum – with a focus on language proficiency, international work, and global seminars – prepares students to be effective global citizens, able to navigate effectively across the boundaries of nation, language, and culture.

• The College’s activities related to diversity demonstrate a commitment to serve students from lower-income families; its Diversity Group and Coretta Scott King Center for Cultural and Intellectual Freedom support “diversity in all its manifestations” as a fundamental component of excellence in education” – a key component of the College’s mission.

• The College’s mission documents and activities demonstrate a commitment to the public good. Goal 5 of the strategic plan, Serve local, national, and global communities, articulates the College’s intent, while assets such as the Glen Helen nature preserve, WYSO-FM radio, and the Herndon Gallery actively serve both community and campus interests.
• Community members play an active role in campus planning, informing renovations to the Health and Wellness Center and the Foundry Theatre; alumni and other constituents are regularly engaged through publications, events, and surveys.

Challenges
• Though the College seeks to engage its alumni and community, responding to the often disparate needs of those who love the College can be challenging. With an understanding that our success requires a clear and calculated path forward, the College has to carefully consider for implementation only those ideas that support its mission and long-term vision.

Future Directions
• As the College seeks to build one of the most robustly integrated college-community relationships in the country, its campus assets – such as the Glen Helen nature preserve, WYSO FM radio, Antioch Review and Herndon Gallery – must become more integrated with one another and with the College’s curriculum.

CRITERION 2 | INTEGRITY: ETHICAL AND RESPONSIBLE CONDUCT

Strengths
• Antioch College operates with integrity in its financial, academic, personnel, and auxiliary functions as demonstrated by its careful growth, financial strength, independence, compliance, audits, and oversight. From its inception in 2009, it established fair and ethical policies for its governing board, administration, faculty, and staff to follow.
• The College’s Board of Trustees operates with complete autonomy and protects the College’s integrity by understanding the College’s role in serving the public good, by honoring the important distinction between governance and administration, and by making informed decisions free from conflict of interest.
• The Board is strongly committed to the College’s success and focuses its deliberations on the institutional priorities outlined in the Strategic Plan, taking into consideration internal and external constituencies.
• Catalogs and handbooks provided to students, faculty and staff outline the policies that govern the institution, including those on academic freedom, civil liberties, academic honesty, nondiscrimination, and conflict of interest.
• Policies pertaining to academic freedom and civil liberties articulate the rights and responsibilities of faculty, staff and students, including the right to discuss opinions openly, to publish and distribute, and to freely associate with individuals or groups of one’s choosing.
• Faculty members are granted standard freedoms in research, the design of their courses, and the exposition of course material.
• The College ensures the responsible discovery and application of knowledge through clear policies relating to academic honesty and protection of human subjects.
• The College exhibits flexibility, adaptability and capacity to act quickly in response to the institution’s changing needs. These strengths are facilitated by the College’s small size, close-knit community and unencumbered bureaucracy.
Challenges

- The College has made significant improvement, but must continue working diligently in the areas of human resources, policy development, and internal communication.
- Providing a robust human resources function for a growing faculty and staff has been difficult—particularly given the myriad of other responsibilities under the direction of the Chief Operations Officer. The hiring of a vice president for finance and administration in February 2013 allowed for increased capacity and focus on the critical HR function as many of the COO’s responsibilities have since transitioned to the new VP.
- This stage of the College’s re-creation necessitates frequent policy review and revision based on lived experience. Ensuring that all members of the community and the public have a shared understanding of these changes so they can be confident the College is operating with clarity, transparency, and integrity across all functions has been a challenge.

Future Directions

- The College will continue improving its human resources function, including additional centralized support from the HR office regarding hiring processes, and increased coordination of faculty and non-faculty hiring to make better use of institutional resources and ensure consistent information for all employees.
- As our curricular assets grow and evolve, the College is necessarily thinking about how to better integrate and support these assets to enrich educational opportunities for students and the community, with plans to improve the integration of communication and outreach efforts in their regard.
- Following completion of the Academic Policies and Procedures Handbook, a master policies manual will be compiled that catalogs all policies governing the College, organized by policy type and including information about the author, revision history, and approving committee.

CRITERION 3 | TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Strengths

- Antioch College is fulfilling its mission to foster excellence in teaching, as demonstrated by survey results that rate courses highly as well as course evaluations that suggest that the rigor and quality of an Antioch education is on par with peer liberal arts institutions.
- The College’s educational model, campus infrastructure, and numerous curricular assets (the Glen Helen Ecology Institute, WYSO radio station, the Antioch Farm, the Coretta Scott King Center, the Herndon Gallery, the Antioch Review) work together to drive collaboration among students, staff, faculty, and community. This contributes to an educational environment that is rich in interpersonal engagement, shared scholarly commitment, cross-disciplinary effort, and professional advancement.
- The curriculum requires students to immerse themselves in issues locally, nationally, and internationally through required Cooperative Education experiences, Global Seminars, language proficiency, and Community Life courses.
- Support for learning and teaching is encouraged among all campus units and a culture of assessment is being promoted within the faculty. Learning outcomes are thus intentionally considered within the context of every course. Early alert programs are also in place to provide support when students need assistance.
• Curricular mapping enables the faculty to identify and design links among the different components of the College’s educational model to promote further integration and coherence within the curriculum. This is supported by a research fund that encourages our highly qualified faculty to conduct research, publish, deliver conference papers, and otherwise keep current in their fields while exploring cross-disciplinary opportunities.

• Cooperative Education faculty members are fully involved with classroom faculty and are equal participants in designing curricular, academic, and advising policies. In coordination with faculty members who teach Global Seminars, the co-op faculty has developed co-op work opportunities that relate closely to the themes of the seminars.

• The small size of our faculty has helped individuals cross disciplinary boundaries and develop a more integrated curriculum. At the same time, close interaction has also helped promote consistency across disciplines, pedagogies, curricula, and courses.

• With two academic years completed, Antioch students are already rising to the challenge to make a difference in the world by taking on projects that benefit their communities. Student scholarship is increasingly linked to life experience as the Cooperative Education Program and various Community Life initiatives, such as community governance, support students’ personal growth.

Challenges

• Though the College maintains a variety of curricular assets, recent surveys indicate that improvements in infrastructure and resources are warranted. In particular, more attention will need to be paid to technology and how it can better support student learning.

• A more integrated approach to advising could help faculty members better meet the needs of students. The regular rotation of faculty through their research/teaching terms as well as the cycling of students through their study/work terms creates a unique set of challenges for advisors and advisees.

• The lack of a fully operational Electronic Resource Planning (ERP) system with degree audit functionality makes it difficult for advisors to track students’ progress toward a degree and for College staff to manage admissions, registration, student records, and financial aid.

• As the student body grows, faculty and staff hiring will need to keep pace to promote effective teaching and learning.

• Maintaining integrative links between campus units will become more complicated as the faculty grows larger. Effective coordination among degree programs, the language areas, the Cooperative Education Program, and Community Life will be required.

Future Directions

• Antioch has an opportunity to become a recognized national leader in experiential education within a rigorous liberal arts model of education. Accordingly, the Cooperative Education Program will continue to develop an experiential education model that provides students the broadest array of opportunities, from full time employment in a traditional work place setting, to research and embedded education.

• Focused development of new co-op partnerships will continue to hinge upon the Global Seminar and language offerings of the College. Through advising and upper level Work Portfolio courses, students will map their major and emergent interests to communities of practice, locating their work and articulating a career focus.

• Co-op credit will be reevaluated to reflect the fact that students are engaged full-time during their co-op quarter in job/experience-based learning while also required to complete significant reflection assignments. The current model of offering only two credits will need to be reconsidered.
• Results from the campus longitudinal study on advising effectiveness will affect student advising decisions, particularly for how students perceive the impact of switching advisors while their core mentor is on faculty research term.
• Programs to foster student financial literacy will be developed to support students after the Horace Mann scholarship period. Accordingly, hiring in the areas of financial aid and career counseling will be prioritized as the College grows and its first graduating class matures.
• Planned technology improvements, including a fully functional ERP system and increased instructional technology support, will enhance teaching and learning.
• Funds for faculty professional development and research will be made available across departments, ensuring all instructors have equal opportunity to access available financial resources.
• Greater co-curricular and recreational opportunities will realized as newly remodeled facilities come online and curricular and programmatic ties to College assets are further implemented. Campus assets and physical resources will support the interdisciplinary nature of student experience at Antioch College.
• Meaningful opportunities for student involvement in governance will continue to be examined and implemented.

**CRITERION 4 | TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

**Strengths**

• As called for in its mission, the College is committed to excellence in education by providing a rigorous liberal arts education that connects scholarship and life experience, celebrates diversity, and engages the community.
• Qualified and committed faculty have full ownership of the curriculum and its refinement processes.
• Clear transfer policies are in place regarding all types of transfer credit, including maximum allowable transfer credit, prior learning, AP/IB exams, and non-credit bearing degree requirements.
• The College designed a comprehensive assessment plan to provide multiple levels of assessment from a minimal data sampling; it is in the initial stages of implementation.
• As suggested by best practice, an Academic Affairs Assessment Committee (AAAC), a subcommittee of the Faculty Assembly and independent of the Curriculum Committee, has been established to oversee the assessment of student learning.
• AAAC membership is primarily faculty, but is chaired by the associate dean of academic affairs who serves in both faculty and administrative realms, ensuring faculty ownership of the assessment process while also providing the necessary authority to encourage participation.
• A series of assessment workshops have been held as part of the pre-term faculty orientation program and have contributed to an increase in course assessment reports with high utility.
• A commitment to student success and retention is emphasized at the highest level of the institution, in the College’s strategic plan.
• The College has defined specific retention and completion goals appropriate to its mission and in line with those of peer institutions; initial data suggest these goals are realistic: the College’s first-to-second year retention rate for its inaugural class was 89.1%.
• The College maintains appropriate processes and structures to monitor student persistence, including an early alert warning system and committees such as the First Watch Academic Intervention Committee (FWAIC) and the Academic Policy and Review Committee (APRC).
• The College employs an exit interview process to learn the reasons students take a leave of absence or withdraw from the institution; these data inform admission processes and drive improvements in student support services.

Challenges
• With less than two academic years complete, data regarding student learning and persistence are limited, making it difficult to identify trends, evaluate programs, and make robust data-informed decisions.
• Like many institutions, Antioch College struggles to achieve full faculty participation in assessment, in large part because it is too early to see and relate to tangible, large-scale benefits of assessment.
• The lack of a sufficient electronic data management system to store and manage data makes the interpretation and evaluation of assessment, persistence, and retention data more cumbersome than it needs to be.
• Though fall-to-fall retention of the College’s inaugural class of students was on par with peer institutions, only 63% of the original class was enrolled for summer term 2013. Many challenges that marked the first academic year have been successfully resolved. Even so, consistent, focused attention on student persistence will be required as students near graduation.

Future Directions
• Once the assessment process for curriculum-based programs is well underway, the assessment plan will be expanded to include formal assessments of non-curricular components of Academic Affairs.
• The student portfolio process will continue to be rolled out and evaluated as students advance in the academic program.
• A transfer course equivalency chart will be created to drive efficiencies in the process of evaluating transfer credit.
• The Academic Affairs Assessment Committee (AAAC) and the IT Department will continue to explore electronic data management systems to support the assessment process.
• The AAAC and the Curriculum Committee will finalize the process and timeline for an external curriculum review, focusing on the majors and their core classes.
• The College’s many services, processes and activities focused on student success will be re-focused into a comprehensive student success plan.
• The College’s planned participation in the Integrated Postsecondary Educational Data System (IPEDS) and the Higher Education Data System (HEDS) will help ensure that data collection processes and methodologies reflect best practice.
CRITERION 5 | RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

Strengths

• The mission of Antioch College guides critical decision-making among the Board of Trustees and at the administrative level.
• Since its 2009 rebirth, the College has effectively addressed multiple challenges arising from its start-up status while improving its organizational capacity. Alumni confidence in the leadership’s ability to “get the job done” is growing as each new obstacle is overcome.
• As a result of increased confidence, fundraising for the College is trending upwards, both in the number of participants and in the aggregate amounts raised.
• The College is building a track record for student recruitment, with improved metrics for each entering class.
• A campus master plan that maximizes available dollars for renovation and new construction is nearly complete.
• Campus renovation is well underway, with built-to-last improvements designed to reduce ongoing energy and maintenance costs.
• The trustees are engaged in the governance of the institution, grappling with the challenges before the College, developing policies that enable our progress, and participating individually as philanthropic leaders.
• The College’s planning processes and curriculum reflect an understanding of changing technology, demographics and globalization.
• The institution benefits from the legacy of the former Antioch College, especially the philanthropy of its alumni.
• As a start-up institution, the College is able to both learn from the lessons of the former Antioch College, and set strategies informed by successes and failings of other schools.

Challenges

• While fundraising has shown substantial growth, the College needs to maintain the new levels of giving until renovations and necessary additions to the physical plant have been completed. Between now and FY21, $55 million in capital improvements funded through $132 million in total fundraising is anticipated.
• As a start-up institution, many procedures, including financial management and organizational assessment, are recently adopted, and do not yet show long-term trends on which to base decisions for implementation and improvement.
• In terms of finding the right-fit student, Antioch College seeks to recruit those who are interested in attending a college with 1,000 or fewer students. This is a highly competitive market.
• The College’s enrollment modeling, which forecasts the gradual phase-out of the full-tuition Horace Mann Fellowships, is prepared to encounter inherent uncertainties while working diligently to avoid them.
• Careful budget analysis shows that future costs must be constrained so that the College may fulfill its charge of developing an efficient delivery model for a four-year residential college experience. Antioch is vigilant in its planning, knowing that cost containment is a challenge inherent to all such institutions.
• The College continues to address the challenge of striking a balance between size of the student body, number of majors, faculty size, number of administrative staff, and size of the built environment.
Future Directions

- The College’s strategic and operational plans not only support its mission, they were created to respond to future challenges and opportunities and will be carried out accordingly.
- To ensure adequate resources for the long term, the College has quietly launched a $75 million fundraising campaign. At the same time, it continues restoration of the campus in a financially conservative manner.
- The College seeks steady but careful growth, to 550 students by 2021. Continued modeling and careful resource management will determine the College’s ability to grow to approximately 1,000 students by 2035.
- Learning from mistakes made in its previous incarnation, as well as those made by peer institutions, Antioch College will continue to make high efficiency improvements as its physical plant is restored/constructed, to push its ecological sustainability goals and lower operational costs.
- The College’s curricular assets, such as WYSO radio and the Glen Helen Ecology Institute, are uniquely well-positioned to serve the College mission and will continue to be developed, to build opportunities for integration between curricular learning, real world work opportunities, and community interaction.
- In accordance with its vision statement, Antioch College will continue to seek new and better ways of operating and funding an innovative, highly relevant private, four-year, residential liberal arts college.

QUESTIONS?
For more information about accreditation at Antioch College, contact Director of Institutional Effectiveness Jennifer Jolls at jjolls@antiochcollege.org.
BOARD OF TRUSTEES

Frances Degen Horowitz ’54
Chair
Horowitz is President Emerita of the Graduate Center of the City University of New York. She earned her PhD in developmental psychology from the University of Iowa, was professor and vice chancellor for research, graduate studies and public service at the University of Kansas, served as president of the Society for Research in Child Development, and has been active in a variety of scientific, professional, and higher education associations.

Tendaji W. Ganges ’71
Vice Chair
Ganges works as assistant to the provost and executive director of educational opportunity initiatives at the University of Michigan-Flint. Ganges is also a community activist in the areas of social justice and anti-racism.

David Goodman ’69
Secretary
Goodman is a principal of North Arrows, LLC. He is the president of the Andrew Goodman Foundation for Human Dignity and Civil Rights, a nonprofit named in honor of his older brother, who was murdered by the Ku Klux Klan in 1964.

Edward H. Richard ’59
Treasurer
Richard is the president and CEO of Round Realty Inc., a privately owned real estate investment firm, and president and trustee of the Edward H. Richard Foundation. Richard co-founded the WYSO radio station on the campus of Antioch College in 1958.

Kristen Adler
Faculty Representative
Adler is an assistant professor of cultural anthropology at Antioch College. She holds a PhD in anthropology from the University of New Mexico.

Shadia Alvarez ’96
Alvarez is the principal of the Collegiate Institute for Math and Science, a public high school in the Bronx, New York.

Gregory M. Avis
Avis co-founded Summit Partners, a leading growth equity firm, and has served as a director of many public and private companies. Avis is the chair of the Williams College Board of Trustees and the James Irvine Foundation.

Thomas Carhart
Carhart is a principal of South Street Advisors, an investment advisory firm specializing in portfolio management for individuals and not-for-profits. He previously was a Senior Manager at Brown Brothers Harriman & Co.

Judi Church ’75
Church has been a lawyer with New York-based Debevoise & Plimpton LLP for over twenty years. She focuses on intellectual property and information technology.

Atis Folkmanis ’62
Folkmanis is best known for the toy manufacturing enterprise that he and his wife, Judy Folkmanis ’63, began in the 1960s, which evolved into San Francisco-based Folkmanis Inc., creators of Furry Folk Puppets. He holds a PhD in biochemistry and conducted post-doctoral research at the University of California at Berkeley.

Joyce O. Idema ’57
Idema’s career spans more than 40 years with three leading American performing arts organizations. She is currently director of press and public relations at The Santa Fe Opera; previously she served in the same capacity with the Chicago Symphony Orchestra and the National Symphony Orchestra in Washington, D.C.

Maxwell King
King is a senior fellow of the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. He previously served as president of The Heinz Endowments in Pittsburgh, chair of the board of the National Council on Foundations, and editor of the Philadelphia Inquirer.

Jay W. Lorsch ’55
Lorsch is the Louis Kirstein Professor of Human Relations at the Harvard Business School. He is also the chairman of the Harvard Business School Global Corporate Governance Initiative and faculty chairman of the Executive Education Corporate Governance Series.

Maureen Lynch
Lynch has worked for years in support of women’s rights, civil liberties and access to health care. She serves on the boards of Lion, Inc., The Dayton Foundation, Yellow Springs Community Foundation, and the Little Art Theater.
Sharon Merriman ’55
Merriman is of counsel to the law firm of Voyles Zahn Paul, and a member of the Indianapolis Bar Association, the Indiana State Bar Association, and an arbitrator for the Financial Industry Regulatory Authority. She is a graduate of the Indiana University Robert H. McKinney School of Law.

Lee Morgan ’66
Morgan is the retired president and CEO of the Antioch Company, a business founded by his father in 1926. He has provided leadership and service to more than a dozen nonprofit organizations and corporate boards, including the Morgan Family Foundation.

Mark Reynolds ’80
Ex Officio Board Member
Reynolds is a communications programs specialist for the U.S. Postal Service. He is also an award-winning journalist with extensive print, broadcast and online experience. He was elected president of the Antioch College Alumni Association Board of Directors in 2013.

Mark Roosevelt
Ex Officio Board Member
Roosevelt is the president of Antioch College. He was previously the superintendent of schools in Pittsburgh, a Massachusetts state representative, and the Democratic nominee for governor of that state in 1994. He holds bachelor’s and law degrees from Harvard University and has taught political science at Brandeis University and Carnegie Mellon University.

Richard Socarides ’76
Socarides is the head of public affairs at Gerson Lehrman Group. He formerly served as White House special assistant and senior advisor to President Bill Clinton. He is a lawyer and former media and entertainment executive who is a prominent leader on gay rights issues and a regular contributor to The New Yorker.

Sylvia C. Turner ’67
Turner was formerly the dean of fine and performing arts at Santa Ana College. An award-winning choreographer and educator who has been active in concert dance, professional theater, and arts organizations for many years, she is also the co-founder of Connect 3, a multimedia performance ensemble.

Barbara Winslow ’68
Winslow is a professor in the School of Education and in the Women’s and Gender Studies Program at Brooklyn College of the City University of New York. She is also the founder and project director of the Shirley Chisholm Project of Brooklyn Women’s Activism.

Graham Wisner ’74
Wisner is of counsel with the Washington, D.C., law firm Patton Boggs where he specializes in government relations, international business, and litigation and dispute resolution. Patton Boggs offers legal services in every major facet of government advocacy, business law, and litigation.

HONORARY MEMBERS OF THE BOARD

Warren Bennis ’51
Bennis is an American scholar, organizational consultant and author who is widely regarded as the pioneer of the contemporary field of leadership. Bennis is University Professor and Distinguished Professor of Business Administration and Founding Chairman of The Leadership Institute at the University of Southern California.

Kay Drey
Kay Drey has been studying the hazards of nuclear power and radioactive waste since 1974 and has been working toward the shutdown of nuclear power plants and related uranium fuel cycle facilities.

Leo Drey ’39
Leo Drey, who created the Pioneer Forest, has had a career that was one long, methodical, brilliantly successful demonstration that selective tree-farming works; sustainability is possible; clear-cutting is unnecessary.

Terry O. Herndon ’57
Herndon is retired from MIT’s Lincoln Laboratories, a career which grew out of an Antioch College co-op job. He holds a dozen patents and has been involved in a number of projects at Lincoln, including the Retinal Implant Project.

Hon. Eleanor Holmes Norton ’60
Holmes Norton, now in her twelfth term as the Congresswoman for the District of Columbia, is the ranking member of the House Subcommittee on Economic Development, Public Buildings, and Emergency Management.