Institutional Self Study Report

_in Support of Reaffirmation of Accreditation_

Submitted by:

Deep Springs College
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Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
December 2010
Certification of the Self Study Report

December 13, 2010

To: Accreditation Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Deep Springs College
HC 72 Box 45001
Dyer, NV 89010-9803

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed:

David Neidorf, President

Dave Hitz, Chairman of the Trustees

Justin Kim, Dean, Self-Study Chair

Tim McGinnis, Student Contributor to the Self Study

Cory Myers, Student Contributor to the Self Study

Matthew Stolz, Student Contributor to the Self Study
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Brief History of Deep Springs

Photos: Lisa Eisner

Left to right: Ed Keoneian (DS55), Dave Webb (DS53), George Hardy (DS54), Jeff Johnson (DS55)
L. L. Nunn and the Founding of Deep Springs

Deep Springs College was founded in 1917 by L. L. Nunn, an industrialist who helped develop alternating-current power plants across the United States from New York to points west. These plants required engineers capable of independent thinking under difficult conditions in isolated locations, and Nunn began founding his own schools to develop the characteristics he saw as most important. Two institutions remain: the Telluride Association (a trust based in a residential house at Cornell University) and Deep Springs College.

Deep Springs continues to educate young men according to the principles Nunn espoused: the integration of manual work and academics and the development of character, especially in the values of self-reliance and civic responsibility. These principles are expressed in the Gray Book, a compendium of Nunn’s writings and correspondence with early Deep Springs Student Bodies. Nunn’s educational vision continues to guide the college, and forms the core of the college’s mission to this day.

Overview of the College

Deep Springs is a two year liberal arts college with several unique characteristics:

- The Deep Springs Student Body is all-male.
- All students attend for free—all receive a full scholarship, including room and board, equivalent to approximately $52,000. Books and lab fees not covered by the college generally total about $2,000 per student.
- The college is located in a remote high-desert valley in eastern California, just over the Nevada border. Deep Springs is the only presence in the valley, with the nearest town approximately forty-five minutes away over a mountain pass. Excepting emergencies and religious services, Deep Springs students observe a self-imposed isolation policy which requires them to remain in the valley for the whole of each seven-week term.
- The college is organized in order to give students considerable responsibility and ownership in their own educations. Students (along with faculty) serve on and chair the college’s four standing committees, which (1) select the incoming classes, (2) hire and review the faculty and select courses, (3) review their peers, and (4) carry out public relations and produce college publications.

Three Pillars

Deep Springs is structured according to the principles of three pillars: academics, labor, and self-governance.

- Academics. The Deep Springs academic program is rated among the best in the country by most college guides. Its success is partly due to the caliber of the faculty the college is able to attract, but it is also the product of the involvement and investment of a highly-motivated Student Body. Each student’s participation is extensive: not only does he have a say in which particular courses will be taught within the overall curricular plan of the college, he also takes a great deal of re-
responsibility for participating in discussions and ensuring that learning is instructional, collaborative, and maintains high standards of rigor.

- **Self-governance.** Deep Springs students are considered the beneficial owners of the college during their time here and are given stewardship over almost every aspect of the college’s operation (including academic and labor). Implied in the notion of beneficial ownership is responsibility to the community at large as well as all aspects of the college’s operation. Students regularly discuss this responsibility, often aspiring to leave the college in the same condition as when they arrived (if not better). Each student is a member of the Student Body, the governing body that manages and oversees the college (in conjunction with the college’s administration and the trustees) and helps ensure that Deep Springs adheres to its core purpose, principles, and mission. As mentioned above, each student serves on one of the four standing committees: the Applications Committee solicits applications from prospective students and selects the final class to admit; the Curriculum Committee hires and evaluates faculty; the Review Committee evaluates student performance; and the Communications Committee oversees the college’s public relations and produces many of its publications. The Student Body elects a new president every two terms (approximately 14 weeks, or one semester). Two students sit as full voting members of the Trustees of Deep Springs.

- **Labor.** The Deep Springs program includes not only academics but also a ranch of 270 head of cattle and a farming operation that produces approximately 900 tons of alfalfa per year. In addition, students are involved in the management of a dairy, sheep, pigs, and the college’s boarding house, where meals are cooked and served. Each student is assigned a new labor position on average every 7-14 weeks, during which time his work is supervised by a staff member. The Student Body elects a student Labor Commissioner approximately every 14 weeks who serves as commissioner/foreman of the labor program and coordinates with staff to ensure that program and the ranch, farm, grounds, and boarding house (etc.) operations run smoothly.

**Demographics**

Deep Springs College enrolls approximately 13 students in each class, for a total Student Body of 26. Beyond the parameters of all-male enrollment, the application is highly rigorous and includes two stages. In the first stage, applicants are asked to submit three original essays, their high-school transcripts and test scores, and teacher recommendations. The subset who make it to the second round must write another four essays, supply a sample of their high-school work, and visit the college for several days. This visit gives them an opportunity to observe and participate in the college’s operations, including labor and self-governance and to be interviewed by the Applications Committee. Recruitment efforts include profiles in college guidebooks (such as the Princeton Review) and in appropriate media coverage; the Communications Committee also publishes a viewbook which is sent out to prospective applicants. Deep Springs seeks whenever possible to recruit international students and those from various geographic, religious, cultural, and ethnic backgrounds. After completing their two years at Deep Springs, students generally transfer to four-year colleges to finish their undergraduate degrees. Deep Springs students
routinely transfer to Harvard, Yale, Brown, Stanford, the University of Chicago, Swarthmore, UC Berkeley, and Reed.
Abstract of the Report
**Previous Self-Studies**

In considering the standards and guidelines set by ACCJC and WASC, Deep Springs acknowledges that it must take appropriate care to (1) represent the strengths of the college’s programs and their direct benefits and (2) make processes both more formalized and more transparent for accreditation purposes. In the past, Deep Springs supported its report with a variety of data, including alumni records, degrees, careers, and testimonials; trends in what colleges Deep Springs students have gone to finish their undergraduate degrees; testimonials from current students; and data and profiles from external publications such as college guides and the national and international press. Although visiting teams have generally reacted positively to the college’s operations, they have expressed misgivings with the informality of the college’s standards, policies, and processes. From the responses to previous reports, Deep Springs has recognized the need for more clearly delineated goals, more internal accountability, and more formal processes for internal assessment and review.

**Since the 2005 Self-Study and Team Visit**

Since the 2005 visit, Deep Springs has undertaken a significant overhaul of its existing approach to policies and standards. In particular, the college has:

- developed more transparent evaluative procedures and consistent record of following these procedures;
- clarified the adherence of each part of the college’s program to the college’s stated mission;
- identified and use a metric for stating and measuring learning outcomes;
- used this overhaul to strengthen the institutional mechanisms (policies and processes) of the college—i.e., give those mechanisms and the individuals who implement them more concrete goals, make them more accountable, and give them a clearer role in the college’s larger context and mission; and
- used this overhaul and formalization of Deep Springs’s processes to improve continuity in the long-term institutional memory of the college.

This overhaul has affected virtually every aspect of the college’s operation. Although the academic program has received the most attention, the overhaul has also included a review of Deep Springs’s other two pillars (labor and self-governance) and its overall budget and operations. The college’s policies have been made public; some, such as the academic catalogue, are now available online. The Trustees of Deep Springs have drafted and formalized specific guidelines and policies that heretofore had been understood but at least in part unstated in documentation.

**The 2010 Self-Study**

In assembling this report, the self-study team has tried to represent these changes with documentation and a narrative of this evolution. Deep Springs has made an effort to clarify the nature of the college and its somewhat unique pedagogical approach in relation to the standards and guidelines set by WASC/ACCJC. Included in this report is an essay.
with an overview of two recent additions to the college’s academic program and policies: the use of the metrics of the Goals of the Deep Springs Academic Program (GODSAP) to measure learning outcomes and the Academic Policy Review Process (APRP), a new procedure for evaluating the academic policy and (after a thorough review by all of the college’s relevant constituencies) making whatever changes are warranted. Other sections of the report aim to conform as much as possible to the guidelines and rubrics set by WASC/ACCJC. Many are the result of input from and insights acquired at WASC/ACCJC workshops as well as consultation with individuals familiar with the accreditation process. The appendices include all core information describing the college’s structure, operations, and policies as well as supporting documents that reflect current policies, recent changes, and specific instances in which Deep Springs has met WASC/ACCJC’s accreditation standards. The study was spearheaded by the college’s Dean, Justin Kim, with assistance from students Tim McGinnis, Matthew Stolz, and Cory Myers and additional input from President David Neidorf and Vice President David Welle.

**Accreditation and Self-Study in the Context of Deep Springs**

A process such as a self-study is a balancing act—all the more so at Deep Springs, given the college’s unique mission and structure. As stated in the Overview of the College, Deep Springs program is designed to give students as much beneficial ownership over their own educations as possible, including exercising responsibility and authority in the college’s day-to-day operations. As a result, Deep Springs intentionally sacrifices some operational efficiency to its unique pedagogical goals. For example, recent board discussions have concluded that upgrading to a more mechanized irrigation system would increase the efficiency of the farm, but would also preclude students from grappling with and learning from the more antiquated hand- and wheel-line system currently in place. In this light, Deep Springs must constantly balance its internal program and its pedagogical aims with more conventional standards of operation. The college must also explain its operation with transparency and accountability.

We believe that this self-study has made good gains towards strengthening the program by using these standards of accountability without unduly compromising the college’s pedagogical mission. We have affirmed the role of the administration, faculty, and staff as sources of guidance for students and acknowledged the need for accountability to external agencies. Finally, the college’s processes and standards have been more clearly delineated as a structure within which Deep Springs’ pedagogical aims can be achieved.

**Deep Springs as an Institution of Higher Learning**

The mission of Deep Springs states: *Learning is pursued to solve real problems, both practical and social, for the joy of intellectual understanding and humane action. Those who are educated at Deep Springs incur a lifelong obligation to improve the human condition.* Since its founding, Deep Springs’ goal has been to instill this notion of service in young men and to cultivate in them skills and qualities including self-knowledge, responsibility, a sense of agency and compassion. Notwithstanding recent changes in technology, higher education and the larger culture, Deep Springs believes that its core mission and pedagogical approach are as important and as relevant as ever. The accreditation and self-study process have benefited the college by illustrating the ways in which more transparency and
accountability clarify this mission and make it more legible in the context of contemporary higher education.
Organization of the Self Study
The Team

Up to and including its administration—which consists of the President, Vice President, Dean, and Executive Assistant—Deep Springs College is a very small operation, making it necessary for each individual to serve in multiple roles. For the midterm report in 2008, President David Neidorf asked long-term Social Sciences Chair Darcy Wudel to spearhead the effort. When Wudel left in 2008, Dean Justin Kim assumed responsibility for the 2010 self-study. In his capacity as Dean, with over ten years of experience with Deep Springs, Kim had the requisite knowledge of the college’s operations as well as its evolution over the past decade. In this capacity, Kim has attended WASC/ACCJC workshops and worked closely with Deep Springs’s President, Vice President, and trustees to draft the report. Deep Springs has also consulted other resources, such as former faculty familiar with the accreditation process. In addition, several members of the Student Body have collaborated with Kim in gathering data and writing and editing drafts of the report. These student contributors include Timothy McGinnis, Matthew Stolz, and Cory Myers.

The Process

The writing of the 2010 self-study was a more formal process than that of previous Deep Springs reports. As mentioned above, various members of the faculty and administration attended WASC/ACCJC workshops, in Victorville, CA, in 2008 and Burlingame, CA, in 2009. The administration’s goal was to gain familiarity with the rubric and standards: what might constitute meeting the standards, what evidence the accrediting body might be looking for, what might constitute student learning outcomes, and—at every step—how we might translate the unique nature of the Deep Springs program into something both comprehensible and transparent.

After gleaning a better sense of the standards from careful study of previous reports, recommendations from WASC/ACCJC and attendance at WASC/ACCJC workshops, we set about formalizing our processes (developing and drafting them where necessary) and instituting policy changes as warranted. In particular, we immediately began using the Goals of the Deep Springs Academic Program (GODSAP) as a metric to measure student learning outcomes in terms of course content and objectives. In addition, we began gathering data in a central location to establish a comprehensive perspective from which to work on the report.

The Academic Policy Review Process is one example of a formalized policy that was instituted based on a recommendation from the previous self-study. Justin Kim used as a template the recent review of the college’s library, in which a small committee comprised of the college’s Librarian, the Dean, and the Librarian’s Assistant reported to the college’s president and trustees, met regularly to draft a mission statement and solicited feedback from other constituencies (faculty, alumni, previous librarians). Ultimately, this committee produced a policy for overseeing the collection, keeping it up to date with current resources and adhering to its stated mission in the context of available resources. This process was so useful that it became the blueprint for a more formal process of evaluating the college’s academic program.
Self-Study as Beneficial to Deep Springs

The accreditation standards have provided Deep Springs guidelines to formalize its processes and policies. Discourse at the college generally encourages rigorous self-examination but these discussions have, historically, occurred in an ad-hoc manner without any guarantee of continuity. Reaffirming the college’s commitment to rigor and accountability through the use of standards and formal processes has given Deep Springs an opportunity to more adequately measure its own performance. In the long term, these processes have the advantage of informing students, faculty, staff, administration and trustees based on accumulated experience and insight.
Self Study Timeline
Fall 2008

- The Midterm Report was drafted by Darcy Wudel (Julian Steward Chair in Social Science) and Lora Funfstuck-Wudel (Librarian).
- WASC/ACCJC conducted its team visit in response to the Midterm Report and submitted its recommendations to the college.

Spring 2009

- The WASC/ACCJC workshop in Victorville, CA, was attended by David Neidorf (President), Darcy Wudel (Julian Steward Chair in Social Sciences), Lora Funfastuck-Wudel (Librarian) and Justin Kim (Dean).
- The Deep Springs Self-Study Team met to discuss: formal policies to be drafted, recommendations from the 2005 and 2008 reports and policy changes in response to these recommendations.
- The Self-Study Team began gathering data for the 2010 self-study report.
- Deep Springs drafted and posted the comprehensive academic catalogue now available on its Web site.

Fall 2009

- The WASC/ACCJC workshop in Burlingame, CA, was attended by Justin Kim (Dean), who replaced Darcy Wudel as head of the Self-Study Team.
- The Self-Study Team met to discuss and plan the timeline for the self-study. In attendance were David Neidorf (President), David Welle (Administrative Director/Fundraiser), Justin Kim (Dean), and Richard Mahon (former Deep Springs faculty member; Associate Professor of Humanities, Riverside Community College).
- The Academic Policy Review Process was drafted and approved in collaboration with the Curriculum and Faculty Committees, which met to discuss the current academic policy and make recommendations for its improvement.
- The status of the self-study and the accreditation process in general were reported to the Trustees of Deep Springs at their fall meeting.

Spring 2010

- The first draft of the self-study was completed.
- The self-study team read the first draft and met to discuss revisions. In attendance were David Neidorf (President), David Welle (now Vice President), Justin Kim (Dean), and Richard Mahon (former Deep Springs faculty; Associate Professor of Humanities, Riverside Community College).
- The status of the self-study and the accreditation process in general were reported to the Trustees of Deep Springs at their spring meeting.
- The college continued its implementation of the Academic Policy Review Process, including final discussions and recommendations of changes in the academic policy.

**Fall 2010**
- The second draft of the self-study was completed and made available to all constituencies: the Student Body, faculty, staff, administration, alumni, and the Trustees of Deep Springs.
- Feedback was solicited from constituencies for the final draft.
- *December:* The final draft was submitted.

**Spring 2011**
- *March 21–24:* WASC/ACCJC will conduct its team visit, led by Dr. Roger Wagner (Superintendent/President of Copper Mountain College).
Organization of the Institution
**Administration**

Please see the flowchart below as well as the Appendices for full job descriptions.

**Trustees**

In addition to their fiduciary responsibilities, the Trustees of Deep Springs are responsible for protecting the integrity and quality of the institution. To this end, the board establishes and oversees policies that adhere to the college’s mission and appoint and collaborate with the President, who oversees the day-to-day operations of the college. The trustees have the ultimate oversight responsibility over Deep Springs, but they exist in a balance with the roles and responsibilities of other college constituencies—specifically, the Student Body, which maintains beneficial ownership of the college.

**President**

The President of Deep Springs is responsible for maintaining the quality and standards of the academic program as well as all other aspects of the college’s operations: labor, student services, the library, the budget, etc. The President implements the policies of the Trustees of Deep Springs and is responsible for hiring and overseeing staff. Like the board, the President weighs these responsibilities in the context of the college’s structure, in which decisions and processes are oriented towards students’ ownership and investment in their educations.

**Vice President**

The Vice President of Deep Springs is responsible for overseeing the college’s budget, maintaining expenditures within available lines, deciding when excess expenditures are warranted, and reporting regularly to the President. The Vice President is also the senior administrator overseeing the college’s labor program. All staff report to the Vice President, who in turn evaluates them on their performance and provides constructive feedback and guidance.

**Dean**

The Dean oversees the college’s academic program. In conjunction with the Faculty and Curriculum Committees, the Dean organizes and structures course offerings, orients incoming faculty, and oversees the library and its expenditures. The Dean manages expenditures under the academic budget, including instructional support, supplies, books, and professional development. The Dean also works with second-year students to assist their transfer to other institutions of higher learning to complete their undergraduate degrees. The Dean is the current Head of the Self-Study Team, drafting the accreditation self-study report.

**Organization of the College as it Relates to Deep Springs’s Mission**

Deep Springs differs from most colleges in that it adheres to a student-oriented process for decision-making within the college. The goal of this process is to fulfill the college’s mission of giving students beneficial ownership of the college and its opera-
tions, through the exercise of which they can develop self-reliance and an aptitude for service. To this end, the structure of the college is intentionally democratic. Students not only serve on but also chair the four main standing committees (which nonetheless are advised by faculty and staff). By and large, the Student Body has a voice in almost all decisions regarding the curriculum, admissions, personnel, college policies, and day-to-day operations.

The President is responsible for protecting the integrity of the college and ensuring that these decisions do not violate professional or academic standards. In this respect it is important that Deep Springs maintain staff, especially administrators, who understand this balance. The Deep Springs community must maintain effective communication and a sense of shared responsibility toward the common purpose stated in the college’s mission statement. With such value placed on personal dialogue and communication, transparency and accountability are necessary for the college’s program to be effective.

President                              David Neidorf
VP                                      David Welle
Dean                                    Justin Kim
Faculty Committee Chair                Kenneth Cardwell
SB President                            Michael Harris
Labor Commissioner                     Christian Cain
Academic Affairs Student Trustee       Cory Myers
Budget & Operations Student Trustee    Tyler Bourgoise
Application Committee Chair            Thomas Mathew
Curriculum Committee Chair             Michael Harris
Communication Committee Chair          Kevin Morrell
Review Committee Chair                 Timothy McGinnis

Trustees
Response to Previous Recommendations
Recommendation 1 (Focus Item): In order to increase institutional effectiveness and to assure the continued benefits of the Deep Springs educational mission, the team recommends the College fully develop its strategic long-range planning processes, particularly in academic planning, but also for budgeting, staffing, facilities, library, and technology resources. [IB3, IB4, IB5, IB6, IB7]

In addition to implementing long-term strategies and assessing processes, Deep Springs has worked to incorporate long-term thinking into all aspects of its planning and management of its operations including: budget planning, fundraising, attracting and retaining qualified staff and faculty, making resources available to personnel and updating and maintaining the college’s physical resources and technology infrastructure. In addition, the college is monitoring developments in higher education as well as any technological innovations that might affect its operations and academic program. Many of these concerns involve either formal processes or the inclusion of long-term planning in the assessment of the college’s programs and operations. To this end, the Trustees of Deep Springs have targeted five areas in which to focus the college’s energies and resources over the next three years: fundraising, ranch and farm review, modernization of administration, coeducation versus single-sex, and academic program review. This evolution towards more focus on strategic long-term planning has occurred primarily in response to WASC/ACCJC specific recommendations as well as the Association’s standards for re-accreditation. These changes have been extremely beneficial in compelling the college to assess its policies and processes from a long-range perspective. This also ensures that choices and decisions made today will not only advance the college’s mission, but also support its continuing success.

Budget:

Deep Springs has worked to maintain clarity and transparency in its budgeting process. This includes: regular reports from the President and Vice President of expenditures to the Trustees of Deep Springs, the annual financial audit and Annual report and collaboration with all of the college’s constituencies (academic program, ranch, farm, boarding house, etc.) to produce the annual budget proposal, which is approved by the board.

The college has continued its long-term fundraising campaigns. David Welle has been hired to serve as Vice President and to oversee the college’s fundraising efforts. He has also been instrumental in working with the board to maintain the quality of the college’s programs in light of the recent economic downturn. Other fundraising strategies have included soliciting the parents of current students for donations and searching for outside philanthropic entities with interests in higher education.

Deep Springs has very limited financial resources available for its operations (although the endowment is, per capita, one of the highest in the nation, the full-scholarship model provides no tuition revenue). About half of all annual expenditures are funded from the college’s endowment; the rest are funded mostly by annual contributions. In harder economic times, including the recent downturn, the college has more difficulty soliciting donations. Deep Springs has turned to exploring other possible financial resources. Branching out in its search for sources of funding has become a core part of Deep Springs’s long-term planning in order to ensure the long-term financial stability of the college and the continued quality of its programs.
Staffing:
Over the past several years, Deep Springs has been extremely successful in attracting highly qualified faculty and staff, in part due to its recent efforts to offer salaries and benefits competitive with other colleges and universities. Deep Springs has also been successful in finding venues (including academic journals and online resources) to advertise open positions and solicit candidates who are both qualified and a good match for the college’s program. In addition, the college has made an effort to keep files and maintain communication with prospective candidates for future short- or long-term employment.

Recent hires to the college’s faculty and staff include:

- David Welle – Fundraising, Vice President
- Julie Cornett – Librarian
- Janet Guglielmino – Student Counseling/Psychologist
- Padraic Macleish – Mechanic
- Jonathan DeWeese – Cook
- Amity Wilczek – Long-Term Natural Science Chair
- Joel Schlosser – Long-Term Social Science Chair
- Kenneth Cardwell – Dean
- Jennifer Rapp – One-Year Humanities Professor
- Stefan Sperling – One-Year Social Science Professor

Facilities
Description
Deep Springs is overseeing both short- and long-term maintenance of its facilities. Major renovations of Deep Springs’ buildings occurred about a decade ago, providing some confidence in the reliability of the college’s infrastructure. Deep Springs acknowledges the need to maintain these facilities and keep them functional for both short and long term use. In January of 2010, the college’s mechanic’s job description has been adjusted to focus 50% of his time on building maintenance and repair. The college has also factored long-term infrastructure costs into its planning. For example, cost increases (such as fuel) have made the college more aware of the need to conserve energy. A solar array was installed in 2005–6 as a source of efficient, renewable energy that could also defray monthly expenditures. The college receives credits for its excess from Southern California Edison and has begun researching the possibility of using some of this excess capacity for modified-use farm and ranch vehicles. Deep Springs has also instituted a long-term plan to maintain the grounds by planting approximately one hundred trees over the next decade. In each instance of long-term budgetary planning, the college has factored in the possibility of cost increases against projected available financial resources.

Technology
Although physical isolation is a core component of the Deep Springs education and environment, the college relies on the Internet and phone systems to allow communication and research by students, faculty, and staff. Deep Springs has upgraded its technological resources and is monitoring new developments for their potential benefit to the college. The satellite Internet connections have been upgraded to provide more bandwidth and
three-way redundancy. The phone systems have improved in reliability, and the college has established four backup phone lines through a new satellite link.

These systems are crucial in attracting and retaining staff, many of whom rely on the Internet for their research and to stay current in their respective fields. In planning for both short- and long-term expenditures, the college has factored the high cost of additional bandwidth into the annual budget to ensure that these resources are available. The college now spends over 23 times as much on Internet access as it did in 2005, during the last full self-study.

**Academics:**

Deep Springs has scrutinized the structure of its academic program and its process for hiring faculty in order to make the program as effective as possible in achieving short- and long-term goals. The college strives to maintain balanced course offerings covering all areas of study necessary to comprehend a liberal-arts curriculum. Deep Springs recognizes the need to keep the academic program—the core of the college’s program—vibrant. The college seeks to attract highly-qualified faculty who are also a good match for the unique nature of its program. To this end, the President and the Trustees of Deep Springs College have worked to ensure that financial resources are available to attract the most qualified candidates. In addition to this, the college has been more active in recruiting faculty through different searches. These efforts have been successful: Deep Springs’s current faculty includes long-term chairs in the Natural and Social Sciences, a one-year appointment in the Humanities and a long-term Dean of the college. Student evaluations of recent courses taught at Deep Springs indicate that the current academic program is the best in recent memory. The college has also managed to provide a range of courses across all areas of study. In reviewing its academic standards, Deep Springs has used those of WASC/ACCJC as well as the accreditation process to formalize its own internal process; implementing more formal processes for academic standards and review to provide both structured input and long-term analysis and perspective. These changes have allowed Deep Springs to make these processes more systematic and conducive to the success of the academic program.

**Recommendation 2:** In order to meet the WASC standards for assessment, the college must incorporate a systematic analysis (program review) of internal processes to balance the workload of community members and to assess the learning outcomes achieved within the three programs known as the three pillars. [IB3, IB6, IIA2a, IIA2e]

Deep Springs has instituted an ongoing analysis of each of the three pillars—academics, labor, and self-governance—on a rotating basis. Over the past two years, the Labor Committee has researched the labor program and drafted a comprehensive report; the academic program will be discussed next. Deep Springs has instituted this formal review process to assess each pillar, its role in a Deep Springs education, its implementation and effectiveness for students and its success in achieving the student learning outcomes outlined in the college’s mission. Implementing a formal ongoing review process has given the college an opportunity to assess each pillar’s adherence the college’s mission, its effectiveness in the college’s larger pedagogical environment and its success towards
achieving learning outcomes. The new process includes opportunities for self-evaluation by all relevant constituencies including faculty, staff and administrators.

**Recommendation 3 (Focus Item):** In order to meet the WASC/ACCJC standard for general education breadth, the College must ensure curriculum balance by orienting and acculturating faculty to oversee course development and program structure in collaboration with the students' curriculum committee. [IIA2a, IIA3a]

The Deep Springs Faculty Committee is now present as an official body within the larger college structure while individual faculty members continue to provide advising and staff representation on the four major standing committees. In the context of Deep Springs’ mission, the Faculty Committee maintains appropriate standards that respect Deep Springs’ larger mission of providing students with beneficial ownership of the college’s operations, including the academic program. To this end, the faculty must balance their guiding role with adequate room for students to make educational choices and decisions. Put another way, the role of the Faculty Committee is not to create and develop the academic program; it is to help the students shape their own academic experience in a responsible way. It is therefore important that Deep Springs attract faculty who understand and can engage with these principles. For example, faculty representatives on the college’s Curriculum Committee regularly advise students on standards and guidelines without unduly influencing the process or decisions. In many instances, faculty representatives consult but do not vote in policy or hiring decisions. The Faculty Committee is addressed in the college’s formal policies and processes: for example, the Academic Review Process guidelines identify it as a standing committee that meets to discuss the academic policy and brings evaluations and recommendations to the Curriculum Committee. (The Curriculum Committee likewise makes recommendations to the Faculty Committee). The Faculty Committee serves as an advisory committee on any issues related to the academic program including faculty hiring and curricular diversity.

**Recommendation 4:** In order to meet WASC/ACCJC standards for diversity and increase institutional effectiveness, the team recommends the college re-define diversity within the context of the Deep Springs mission of service to humanity, incorporating obvious bilateral benefits to both traditional and diverse students, and developing effective strategies for implementation. This commitment would address student and faculty recruitment, as well as academic program plans/assessments and college-wide dialogue. [IIB, IIIA4, and WASC/ACCJC "Policy Statement on Diversity (adopted January, 1994)]

Deep Springs has worked to redefine diversity within the context of the college’s unique environment, acknowledging that many of its defining features—an all-male Student Body, isolation, the labor program, and rigorous academic and intellectual standards—may not be attractive to all students. Nonetheless, Deep Springs strives to reach underrepresented groups through all available means, including apportioning a percentage of viewbooks to be mailed out each year to individuals from these groups who would not ordinarily receive them. In collaboration with the Academic Affairs Committee of the Trustees of Deep Springs and the Diversity Committee, the Application Committee and Communications Committee, which send out these mailings, have devised a strategy for
targeting these individuals based on racial and ethnic backgrounds as well as scores on standardized tests. Recent classes have had increased diversity in race and socioeconomic background, but given the small number of students entering each year (about 13) it is very difficult to discern solid trends.

In addition, Deep Springs has made an effort to recruit faculty and staff from diverse racial, cultural, religious, and socioeconomic backgrounds. The college’s criteria for evaluating candidates focus primarily on skills but also comprehend other possible contributions to the community. Currently, forty percent of full- and part-time faculty and staff are female.

**Recommendation 5:** In order to increase effectiveness and efficiency (while ensuring fairness, budgetary discipline, and planning), the team recommends Deep Springs institute a process for budget requests and approval which would encourage all to submit timely, written requests to the budget committee for prioritizing on the basis of a pre-endorsed set of criteria. [I1D2]

Deep Springs has implemented a collaborative budget process in which all of the college’s constituencies make budget proposals based on their expertise, knowledge of the college’s operations, recent trends and future needs. Budget proposals are submitted before the spring meeting of the Trustees of Deep Springs, when the next year’s budget is determined; all participating constituencies are present at this meeting to provide input and insight. Deep Springs has found this collaborative budget process to be extremely useful. The new procedure provides input from all experienced and interested parties and also permits each constituency to understand how other aspects of the college operate. The result is a more holistic approach to running the college, which assures that all constituencies are aware of the available resources as well as their appropriation.

**Recommendation 6 (Focus Item):** In order to increase effectiveness and efficiency (building on the last six years’ efforts), the team recommends the Trustees oversee an initiative to update or document policies, procedures, and plans of all bodies of the college, to ensure strong institutional memory and operational continuity. [IVA3, IVB1e, IVB11]

All current policies, procedures, and plans not currently in the college’s handbook have been collected and stored in the administrative offices. Maintenance of this database has helped extend long-range perspective on the college’s organization and operation.
Recommendations from 2005 Self-Study & team visit:

**Recommendation 1 (Focus Item):** In order to increase institutional effectiveness and to assure the continued benefits of the Deep Springs educational mission, the team recommends the College fully develop its strategic long-range planning processes, particularly in academic planning, but also for budgeting, staffing, facilities, library, and technology resources. [I.B3, I.B4, I.B5, I.B6, I.B7]

**Recommendation 3 (Focus Item):** In order to meet the WASC standard for general education breadth, the College must ensure curriculum balance by orienting and acculturating faculty to oversee course development and program structure in collaboration with the students’ curriculum committee. [I.IIA2a, I.IIA3a]

The 2005 and 2008 visiting teams observed that although Deep Springs successfully cultivated a rigorous intellectual environment in which students, faculty, staff, and administration all participated fully, many of these discussions—such as those about the academic policy—were deliberated and decided informal, and thus failed to establish a documentary record for accreditation purposes, or consistent results throughout the years. Likewise, although the college used alumni outcomes and testimonies to assess student learning outcomes, it needed a clearer metric, including more immediate evidence and more formal standards by which learning goals and outcomes could be measured.

**Goals of the Deep Springs Academic Program**

In response to this second observation, Deep Springs examined its recent history for statements from the faculty targeting skills to be cultivated and goals of the academic program. What we selected was a statement drafted in 2001 by then-Humanities Chair David Arndt which included a list of clearly-defined goals and skills and an explanation of what would constitute student achievement and learning outcomes: the Goals of the Deep Springs Academic Program (GODSAP). After lengthy discussion among the faculty, Dean, Trustee Academic Affairs Committee, and President, the college concluded that GODSAP would be a useful addition to its metrics for determining student learning outcomes. The administration elected to employ GODSAP not as a metric for individual students but as a standard for courses’ content, application, and effectiveness. The faculty and administration acknowledged that current college procedures such as course evaluations and peer reviews already give students a great deal of insight into their personal performance; furthermore, alumni data and testimonies indicated that the outcomes of a Deep Springs education might not fully emerge during their two years here. GODSAP is best used to assess courses in part because it unites the curriculum around shared purpose of the academic program, especially in the context of the college’s other pillars (Labor and Student Self-Governance) as well as its original mission.

Deep Springs uses GODSAP to measure goals and outcomes in two ways:

- For each course taught, faculty are asked to use GODSAP as a guide. Course descriptions clearly delineate how courses aim to achieve the program’s goals and outcomes.

- At the end of each course, faculty write evaluations that address how the course did or did not achieve its original goals and outcomes. They are also asked to make recommendations for how they might modify and improve the course in the
future. These documents are made available to current faculty as well as incoming professors.

These documents and evaluations are produced in addition to student evaluations at the completion of each course (which reflect course goals, content, and effectiveness) as well as the reviews used to make rehiring decisions for long-term faculty.

Faculty GODSAP evaluations form a useful record that gives insight and recommendations to short-term and incoming long-term faculty at Deep Springs. This data is used to track the overall trajectory of the academic program and the success of individual courses in striving for and meeting goals and outcomes. GODSAP evaluations also provide useful feedback to faculty, such as suggestions about how they might alter their style or pedagogical emphasis to further these goals. As a more formal, standard metric, GODSAP evaluations have been extremely useful in giving the academic program a more concrete statement of goals as well as a more substantial sense of what constitutes a successful learning outcome. Finally, these evaluations indicate where adjustments and improvements to the academic program are necessary.

**Academic Policy Review Process**

Deep Springs has also instituted a process for reviewing its academic policy, which—in concert with GODSAP—embodies the larger objectives of the academic program. Deep Springs takes responsibility to ensure: that the policy continues in accordance with the college’s mission, that its goals are appropriate and rigorous, that it considers ongoing changes in higher education and/or technology, that it is closely scrutinized for its effectiveness and that its goals take into account both the logistics and the resources of the college.

In creating and implementing the Academic Policy Review Process (APRP), the college had several objectives:

- To be as thorough and deliberate as possible in reviewing the policy.
- To include all relevant constituencies in the discussion: the Student Body, Curriculum Committee, Faculty Committee, President, Trustees of Deep Springs, and alumni.
- That the review process fit the pedagogical nature of the institution—that is, that the process be instructional as well as productive.
- That the process itself adhere to the college’s mission by allowing for beneficial ownership of the academic program by students, with input and guidance from the faculty, President, trustees, and alumni.
- That the process work towards both short- and long-term ends: meeting the needs of the standing Student Body while also serving as a record for future students and committees to guide their work.

The development of this process used the recent review of the college’s library as a template (see “Organization of the Self-Study”). This review process fulfilled the goals outlined above and was suitable for adapting to an annual review of the college’s academic program. Although this might seem unusually frequent, the pedagogical environment of
Deep Springs encourages students’ stewardship over their educations. APRP thus provides an opportunity for new students to familiarize themselves with Deep Springs’s academic policy and to determine how it serves the needs of the college. At the same time, APRP should not be considered a mandate for change; rather, it is an opportunity for all constituencies to participate fully in oversight of the college’s academic program.

**Academic Policy Review Process**

The process begins in the fall (Term 2), acknowledging that first-year students are then still relatively new to the college’s academic program.

**Fall (Terms 2–3)**

- The Curriculum and Faculty Committees meet separately to read and review the current academic policy, any recent changes, comments and recommendations from previous APRP discussions.
- The two committees meet separately for a second time to discuss the current policy: Does it adhere to the college’s mission? Does it adequately state the program’s goals and outcomes? Does it meet the needs of the college’s various constituencies? Are there any recent developments in higher education that might be considered? Notes from these meetings are exchanged between the two committees.

**Spring (Terms 4–5)**

- The Curriculum and Faculty Committees read over notes from Term 3 and meet to discuss each other’s observations. The two committees collaborate in assessing the current policy and recommending any necessary changes.
- Recommendations that receive consensus are circulated among the Student Body, President, Vice President, and Trustees of Deep Springs. If there is sufficient interest in pursuing the recommendations, a community-wide meeting may convene.
- The Curriculum and Faculty Committees meet to discuss and finalize any formal recommendations, which are submitted to the Student Body, President, and trustees for joint approval.
- Any approved formal changes immediately become policy effective with the start of the college’s summer Term 6.

Full implementation of this process began last academic year (2009–2010). In spring 2010, more informal discussions took place to gauge the effectiveness of the proposed process and an appropriate timeline for its execution. In the fall, the President had asked the Curriculum and Faculty Committees to review the academic policy. In their separate meetings, a number of interesting ideas for changes in the policy arose, including changing the structure of the required Composition course (from a single course to three regular courses with an extra component fulfilling the equivalent Composition requirement) and changing the date for dropping a course (from the last Friday of Week 4 to that of Week 3). Final deliberation on these changes occurred at the end of Term 5 2010. The latter
proposal, to change the course drop-date, was included in formal changes in the academic policy.

**Overview**

Deep Springs has taken to heart the recommendations from the previous self-study and midterm reports as well as from the standards outlined by WASC/ACCJC. Deep Springs regards these recommendations as not only targets to meet but also as useful guidelines towards formalizing the college’s existing processes and structures and making them more useful. For example, the adoption of GODSAP and the implementation of APRP have given Deep Springs the ability to focus the energies of the Student Body, Curriculum Committee, Faculty Committee and individual faculty members in making their efforts more synergistic and collaborative. Better record-keeping and increased institutional memory are helping to ensure both continuity and awareness of guidelines for the college’s improvement.
Eligibility Requirements for Accreditation
In order to apply for eligibility, the institution must completely meet all Eligibility Requirements. Compliance with the criteria is expected to be continuous and will be validated periodically, normally as part of every institutional self study and comprehensive evaluation. Institutions that have achieved accreditation are expected to include in their self study reports information demonstrating that they continue to meet the eligibility requirements.

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Deep Springs is a private two-year liberal-arts college, accredited by WASC/ACCJC.

Deep Springs is incorporated as a 501c3 in the State of California.

2. Mission

The institution’s educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The Deep Springs College Mission Statement was drafted in 1998 and approved by the Trustees of Deep Springs in January 2005 and again in October of 2010:

"Leadership and enlightened service are the aims of Deep Springs, which fulfills its educational mission by bringing students into intense contact with nature, work, and ideas. Deep Spring’s challenging and comprehensive educational program is designed for a few of the most promising students entering college each year. No tuition or fees are levied, but strenuous effort, self-governance, and selfless service to the community are expected of everyone. The college takes sound principles of teaching and learning to their practical limits. Based on a cattle ranch in an isolated desert-mountain valley, the college enables its twenty-six male students to experience and take year-round responsibility for a largely self-sustaining community, ranch, and farm, while requiring them to engage in a two-year liberal arts honors program. Learning is pursued to solve real problems, both practical and social, for the joy of intellectual understanding and humane action. Those who are educated at Deep Springs incur a lifelong obligation to improve the human condition."

This statement is published in the handbook and on the college website. It is based on writings of the original founder and incorporates the standards and goals of the college. The mission statement is used as the metric by which most goals and outcomes at the college are measured.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s
mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities. The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Deep Springs’s board of trustees comprises thirteen members, including two student trustees and the president of the Telluride Association, Deep Springs’s sister organization founded by L. L. Nunn and based at Cornell University. Each member serves one or two four-year terms. The board is entrusted with the responsibility of ensuring the college’s financial stability, the integrity of the academic program and its adherence to its broader mission. Trustees have no conflicting interests in employment or personal financial gain and adhere to a professional standard of ethics that is defined in the board’s handbook and distributed to all members.

4. Chief Executive Officer

The institution has a chief executive officer appointed, evaluated, and removable by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

The President of Deep Springs is appointed by the college’s board of trustees. The current president, David Neidorf, was appointed January 1, 2008; his contract has recently been renewed through June 30, 2014.

The President’s duties include oversight of the college’s operations including the academic program, ranch, farm and infrastructure. He is responsible for hiring and organizing the faculty and staff, working with the Vice President to manage the budget and implementing policies approved by the Trustees of Deep Springs. He consults with the Student Body and reports to the trustees.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Administrative duties at Deep Springs are shared by the President, Vice President, Executive Assistant, Dean and Student Office Manager. The small size of the college requires each individual to take on multiple responsibilities. To this end, Deep Springs has succeeded in attracting and retaining sufficient staff with the appropriate skills to support the college’s needs.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.
Founded in 1917, Deep Springs is in its ninety-third year of continuous operation and currently enrolls an average of twenty-six full-time students. The academic program offers a diverse distribution of classes with credits that are readily transferrable to other institutions.

7. Degrees

A substantial portion of the institution’s educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them.

Deep Springs students can complete an Associate of Arts degree in their two years here. Almost all, however, opt to transfer to a four-year institution to complete a bachelor’s degree, and do so under the auspices of the degree requirements at those four-year schools. The guidelines for both options are outlined in Deep Springs’s academic policy. Credits earned at Deep Springs are readily transferrable to other institutions.

8. Educational Programs

The institution’s principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Deep Springs College is a two-year program. The courses offered in the academic program are congruent with the college’s mission and include appropriate quality, rigor, content and length. These metrics are consistent with the college’s mission and the general standard of the academic program as outlined in the Goals of the Deep Springs Academic Program (GODSAP); the same standard used to measure student learning outcomes.

9. Academic Credit

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

Deep Springs awards credit in standard (Carnegie-based) credit units: each credit equals 0.75 hour of class work and 2.25 hours of preparation each week, not including papers, lab reports, or other extra assignments, which contribute on average at least one additional hour each week. The typical full-time course meets three hours a week in two ninety-minute seminars and counts for two credits per term or four credits per semester.

10. Student Learning and Achievement

The institution defines and publishes for each program the program’s expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Deep Springs has developed formal standards and guidelines for targeting and measuring student learning outcomes. Chief among these is GODSAP, which incorporates the targeted learning outcomes of the college’s academic program in the contexts of both the
college’s mission and generally-accepted standards of rigor and accountability. GODSAP is incorporated into every course taught at Deep Springs and is the metric by which courses are evaluated. GODSAP’s standards are published in the college handbook and in the academic catalogue.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education has comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study for general education.

The college’s guidelines for course distribution towards an Associate of Arts degree matches or, in the case of mathematics requirements, exceeds the Intersegmental General Education Transfer Curriculum accepted by California community colleges. These standards specify equity among traditional arts and sciences divisions: natural sciences, mathematics, social sciences, and humanities, plus at least one course per year in the studio or performing arts. While students who plan to transfer are not required to complete the A.A. degree requirements, the college also has a curricular plan that mandates a core of course offerings each semester that include at least two courses from each of the Humanities, Social Sciences, and Natural Sciences. Two courses, Composition and Public Speaking, are required of all Deep Springs students to ensure their competence in writing and oral expression.

12. Academic Freedom

The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The Deep Springs statement of academic freedom makes clear the college’s commitment to these standards. The statement is consonant with the college’s mission towards students’ beneficial ownership of the college and of their own education, which strives to cultivate qualities such as intellectual curiosity, self-initiative and self-reliance.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution’s educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

The core faculty at Deep Springs includes three long-term appointments: the Herb Reich Chair of Natural Sciences, the Julian Steward Chair of Social Sciences, and the Robert Aird Chair in Humanities. This distribution allows the college to offer sufficient courses in each discipline throughout the year, supplemented by offerings from the President, the
Dean and two or three short-term instructors each semester. The statement of faculty responsibilities and expectations is included in the college’s faculty personnel policy and academic policy which is distributed to all incoming faculty. Curriculum review and oversight are carried out by having the Dean and an additional faculty member serve on the Curriculum Committee, by the central role of faculty in course selection advising, and by the formal charge to the Faculty Committee to provide yearly advice to the student body regarding course development and selection.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Student services at Deep Springs include mental-health services, emergency and health services and any available supplemental instructional resources. A professional psychologist visits the college regularly. Two students are trained as EMTs each year; the part-time bookkeeper is a registered nurse. Supplemental instructional resources include music instruction, art facilities and resources to fulfill any other needs that arise given the changing makeup and interests of the Student Body. All student services are maintained to support student learning.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The Deep Springs admissions process seeks and selects students according to their academic ability and commitment to the college’s project and mission. The first round requires a high-school transcript, test scores, teacher recommendations and three personal essays; the second round requests three or four additional essays and a visit to the college of several days, including a formal interview with the Applications Committee, whose goal is to ensure the best possible match between the applicant and the college. In this context, the Committee seeks to create as diverse a Student Body as possible, including students from different cultural, geographic, educational, and socioeconomic backgrounds.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Information and learning resources at Deep Springs consist of the college’s library and online resources. The library includes approximately 24,000 volumes overseen by a professional librarian who maintains the collection and database and helps ensure standards of breadth and depth. The college’s online resources include sufficient access to Internet technology and online journals and publications.

17. Financial Resources
The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Deep Springs’s funding base includes the college’s endowment, annual donations, and sales from the ranch and farm. Rigorous oversight and ongoing long-term strategic planning for financial development are adequate to support the college’s operations and services and to assure its financial stability.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained.

It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

Deep Springs undergoes an annual external financial audit, which is reported publicly and to college constituencies including the Trustees of Deep Springs. The board’s Budget and Operations Committee approves the annual budget prepared by the college’s administration with input from all constituencies.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides Evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Assessment of the goals and outcomes of the Deep Springs academic program occurs according to the standards incorporated into GODSAP and the college’s implementation of APRP. Together, these policies comprehend an annual review of the college’s academic program, its policies and effectiveness. Other institutional goals are assessed through appropriate mechanisms including applicant demographics and alumni surveys. Publications such as the Annual Report and Academic Catalogue make this data public in order to document the college’s targeted goals and its success in achieving them.

20. Public Information
The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

General Information

- Official Name, Address(es), Telephone Number(s), and Web Site

Address of the Institution

- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
- Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

All relevant information (listed above) can be found in the college’s academic catalogue, which is available on the college’s Web site.

21. Relations with the Accrediting Commission

The institution provides assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

Deep Springs complies with eligibility requirements and the standards and policies of the Commission. The college strives to describe itself in identical terms to all its accreditation agencies and agrees to disclose all information required by the Commission to execute its responsibilities. Deep Springs further strives to comply with Commission requests, directives, decisions, and policies and will make complete, accurate and honest disclosure of its own. The accreditation process, the standards outlined by WASC/ACCJC and the recommendations made in previous self-studies have been ex-
tremely useful and beneficial to the college and its efforts to formalize its processes and policies to ensure transparency and accountability.
Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and Analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

Description:

Deep Springs College Mission Statement drafted in 1998 and approved by TDS in January 2005:

"Leadership and enlightened service are the aims of Deep Springs, which fulfills its educational mission by bringing students into intense contact with nature, work, and ideas. Deep Spring's challenging and comprehensive educational program is designed for a few of the most promising students entering college each year. No tuition or fees are levied, but strenuous effort, self-governance, and selfless service to the community are expected of everyone. The college takes sound principles of teaching and learning to their practical limits. Based on a cattle ranch in an isolated desert-mountain valley, the college enables its twenty-six male students to experience and take year-round responsibility for a largely self-sustaining community, ranch, and farm, while requiring them to engage in a two-year liberal arts honors program. Learning is pursued to solve real problems, both practical and social, for the joy of intellectual understanding and humane action. Those who are educated at Deep Springs incur a lifelong obligation to improve the human condition."

The mission statement is based on the writings of L.L. Nunn, the founder of the college. By remaining true to these writings, including the Deed of Trust, the mission statement presents an abbreviated version of Nunn’s vision for Deep Springs integrated with modern institutional standards. The mission statement defines the educational goals of the institution within the context of its overall program, which includes the three pillars of academics, labor, and self-governance. The mission statement concretely identifies the student body as all-male and more abstractly in terms of the standards of responsibility and self-reliance expected of all students. It clearly states that Deep Springs does not charge tuition, and emphasizes the school’s commitment to student learning through both the rigorous nature of the program as well as through the more specific goals of intellectual understanding, self-awareness and service to humanity.

Analysis
The mission statement has remained essentially unchanged since the college’s founding in 1917. In staying true to Nunn’s vision, the basic tenets of the three pillars remain as key pedagogical principles that are essential to a Deep Springs education. The success and relevance of the mission statement is evidenced by the fact that it is used as a metric to gauge the adherence of almost every aspect of the college to the essential principles and goals outlined by Nunn. In addition, relevant constituencies of the college participate in ongoing discussion and evaluation of the mission statement and its effectiveness in defining a Deep Springs education in the context of the ever-changing world of higher education. The most transparent evidence that attests to the effectiveness of
the mission statement includes: the success of alumni in transferring out of Deep Springs and pursuing high-level professions, the overwhelmingly positive responses to alumni surveys as to the effect of a Nunnian education on life after Deep Springs and the enduring enthusiasm of the student body towards the tenets of the Deep Springs program (including applicants who cite the three pillars as well as the overall philosophy and vision of the college as major motivations for applying).

Planning Agenda

- Continue evaluation of the mission statement with regards to the unique needs of the college as well as larger developments in the world of higher education

- Continue implementing full reevaluations of the mission statement every 7 years (next reevaluation scheduled in 2012) with full input from all relevant constituencies

Evidence

- Deep Springs College Gray Book (including the writings of L.L. Nunn, the college’s founder)
  → See hard copy referenced in Appendix I
- Deep Springs College Deed of Trust
  → See Appendix G2, Section D
- Deep Springs College Alumni outcomes including responses to the alumni survey regarding the college’s academic program, organization and three pillars
  → See Appendix H4
- Meeting notes that refer to the college’s mission statement (directly or indirectly)
  → See Appendix G4, Fall 2008, Spring 2009, Spring 2010

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Description

The standard is met. Deep Springs’ educational programs and student services are outlined by the college’s mission statement and are concretely evident in the structure and overall learning environment of the college, which includes a rigorous educational program incorporating the three pillars of academics, labor, and student self-governance.

The student services prevalent at Deep Springs are oriented directly towards the college’s character and location. For instance, the ranch and farm programs provide a solid basis for the rigorous labor program, ample online resources that supplement the college’s library collection ensure easy student access to information necessary for rigorous academic work, an extensive safety program which funds wilderness EMT training for student nurses and availability of mental health resources all address the various aspects of isolation at Deep Springs.

Analysis

The Deep Springs educational program fosters intellectual development in the student and enumerates the importance of the core values of the institution, which include leadership, responsibility, self-reliance, abundance of heart, and service to humanity. Students drawn to the Deep Springs program generally share a commitment to the rigorous and challenging educational experience that the college offers. In general, the student services provided, while they may not be as extensive as they are at larger, more urban campuses, are wholly appropriate within the context of Deep Springs and adequately
meet the needs of the student body while remaining consistent with the mission of the college.

**Planning Agenda**

- Continue analyzing the educational programs and student services of the college in regards to the college’s larger mission, larger developments in the world of higher education, and the ever-changing needs of the student population.

- Continue formally evaluating the educational program through the lenses of the Academic Policy Review Process (APRP), the board of trustees, and the Academic Affairs Committee.

- Allow the staff and administration (e.g. the president, dean, vice president, librarian, mental health provider, etc.) to continue formally evaluating the student services programs and to continue reporting their findings to the board of trustees (particularly the planning and budget committees).

**Evidence**

- Deep Springs College Labor Program Draft Report and college’s schedule for review of each of the three pillars: academics, labor and student self-governance
  → See Appendices A13–14

- Deep Springs College Library Report
  → See Appendix E1

- Data relevant to other student services: mental health, emergency and safety, supplemental resources for classes and students
  → See Appendices E5–9

2. The mission statement is approved by the governing board and published.

**Description**

The mission statement is included in the college’s handbook and academic catalog; it is available for public viewing on the college’s website. A copy of Nunn’s relevant writings and the Deed of Trust are published in the *Gray Book*, which is distributed to all students, staff, and faculty upon their arrival at Deep Springs. These writings serve as a catalyst for internal discussion and deliberation as to the relevance and effectiveness of the mission statement.

**Analysis**

The mission statement conveys a succinct impression of the Deep Springs program to interested parties outside the college. The availability and ubiquity of the mission statement makes it a focus of discussion and a metric by which the college’s various constituencies can evaluate the effectiveness of the Deep Springs program.

**Planning Agenda**

None

**Evidence**

- Deep Springs College Gray Book
  → See hard copy referenced in Appendix I

- Deep Springs College Handbook
  → See Appendix D

- Deep Springs College Academic Catalog
  → See Appendix A1

- Website: www.deepsprings.edu

3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

**Description**
Despite the fact that the Deep Springs community constantly assesses the efficacy of the college’s programs through ongoing informal discussion, there are many formal processes that carry out extensive reviews of the mission statement. The student body regularly drafts unofficial “Sense of the Body” statements that address specific issues within the context of the college, including those that cover topics in the mission statement (such as “Purpose of Organization” or “Coeducation”); usually, the hours of intense deliberation and debate that go into drafting such statements are as informative and useful as the documents themselves. Other examples of formal discussions and decisions related to the mission statement produced by both the student body and other interested constituencies include regular reviews of the three pillars, reports to the board of trustees by student-led committees, the president’s report to the board of trustees and the Academic Policy Review Process (APRP). Finally, the college’s core constituencies (the student body, the faculty, and the board of trustees) review the mission statement in a formal setting every seven years.

**Analysis**

Deep Springs recognizes the need to emphasize the enduring relevance of Nunn’s core vision as well as the need to evaluate the mission statement to ensure that the college conforms to basic modern expectations for institutions of higher education. In this vein, Deep Springs attempts to maintain a mission statement that is relevant to the college’s needs and to operate the college in a manner that is in accord with its goals and priorities.

**Planning Agenda**

- Conduct the next formal review of the mission statement in 2011
- The Student Body will continue annual semi-formal Sense of the Body discussions about the mission statement

**Evidence**

- Deep Springs College Student Body Sense of the Body Motions  
  → See Appendix D
- Trustees of Deep Springs College policy on review of the college’s mission statement  
  → See Appendix G3

**B. Improving Institutional Effectiveness**

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) Evidence of the achievement of student learning outcomes and 2) Evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

**Description**

Recommendation of the visiting team, 2005:

1. In order to increase institutional effectiveness and to assure the continued benefits of the Deep Springs educational mission, the team recommends the college fully develop its strategic long-range planning processes, particularly in academic planning, but also for budgeting, staffing, facilities, library, and technology resources. [IA3, IA4, EB5, IB6, IB7]
The standard is met. Over the last five years, Deep Springs has instituted more formal standards (such as use of the Goals of the Deep Springs Academic Program as a metric [GODSAP]) and more formal evaluation processes (such as APRP) in order to quantifiably assess learning outcomes with metrics that translate over the broad range of courses offered by the college. These formal mechanisms complement the continuous informal discussions and evaluations that have traditionally surrounded the academic program. In addition to input from interested constituencies (such as the student body, the Curriculum Committee, and the Faculty Committee) and biannual board of trustee meetings, the new, long-term metrics of GODSAP and APRP ensure that the college is maintaining its high academic standards. These evaluative processes also ensure that the college meets or improves upon its stated goals, that resources are properly allocated and that the college’s operations adhere to the mission statement.

Analysis

In response to the recommendations of the 2005 visiting team, Deep Springs reasserted its commitment to support student learning processes and student outcomes by implementing formal standards and evaluative processes that allow the college to clearly assess the effectiveness of both individual courses and overall policies in upholding the college’s high academic standards. Deep Springs recognizes the benefit of this change, as it allows the college to centralize and systematize evaluation of the academic program. While previous academic standards and evaluative processes were informally developed and reviewed by interested constituencies, the college’s lack of institutional memory often hampered the potential long-term impacts of innovative policy changes. The implementation of more formal review mechanisms has allowed the college to develop a much more focused vision for the academic policy in terms of the mission of the college, and it facilitates the development of long-term goals meant for the improvement of the academic program.

Planning Agenda

Deep Springs plans to make these more formal standards and processes part of the core organization of the college’s academic program. At the same time, Deep Springs recognizes the need to integrate these more formal processes into the existing environment of more informal discussion, the beneficial ownership of the Student Body over their education and other critical aspects that define the college.

- Continue to recognize formal review processes as integral to the overall organization of the academic program
- Maintain a balance between fruitful informal discussion and formal metrics for evaluation
- Maintain a balance between the autonomy of the student body and faculty in determining their academic needs and the recommendations of formal reviews

Evidence

- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Course descriptions incorporating GODSAP
  → See Appendix A5
- Faulty course evaluations using GODSAP standards
  → See Appendix A5
  → See Appendix A4
- Notes from APRP discussions  
  → See Appendix A6
- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies  
  → See Appendix G4

1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

The institution’s mission is central to institutional planning and decision making. Accreditation Standards-Standard IB

Description

Deep Springs cultivates various formal and many informal venues for self-reflective dialogue about student learning standards, the college’s organization and the institution’s mission. This dialogue often focuses on the academic program but also often extends to the pedagogical mission of the college in general, which encompasses the labor and self-governance programs as well. Informal venues for self-reflective dialogue range everywhere from discussions over the dinner table to seminar discussions in class, where topics can range from simple logistics to meta-discussions on Nunn’s educational philosophy. More formal venues for discussion of the academic policy include deliberations of the student-run Curriculum Committee, deliberations of the Faculty Committee, evaluations of courses and faculty by the student body, review of the academic policy through APRP and the published biannual reports to the board of trustees. As a general rule, the college’s mission statement acts as a touchstone of practically every self-reflective discussion at Deep Springs; these discussions are consistently characterized by themes such as commitment to rigor, student ownership of their education and Deep Springs education as preparation for a life of service.

Analysis

Maintaining a high level of self-reflective dialogue is integral to the Deep Springs experience because the relevant constituencies of the college are tasked with upholding the rigorous standards and notions of shared ownership upon which Deep Springs was founded. Although both formal and informal discussions are highly valued at Deep Springs, formal venues are recognized as a primary means for structuring dialogue that evaluates to what extent the operations of the college are in accord with stated mission and principles. As a de facto rule, L.L. Nunn’s vision as integrated into the college’s mission statement is recognized as the standard against which the college measures almost all of its major decisions or actions. This method of valuation, which is shared by all relevant constituencies of Deep Springs, acts as a common currency that unites all levels of leadership in the college, allowing self-reflective discourse to be incredibly fruitful and productive.

Planning Agenda

- Continue to encourage informal dialogue within the Deep Springs community about ways to improve the college’s operation.
- Continue to broaden venues for formal dialogue (such as the Faculty Committee) and integrate that dialogue into the larger conversation about the college.
- Continue to maintain a careful balance of formal and informal processes that does justice to the integrity of the Deep Springs program while still maintaining the autonomy of the student body.
Evidence

- Passover for chair of the Deep Springs College Curriculum Committee
  → See Appendix C8
- Description of the Deep Springs College Faculty Committee
  → See Appendix A7
  → See Appendix A4
- Notes from committee meetings and APRP discussions
  → See Appendix A6
- Trustees of Deep Springs College meeting reports
  → See Appendix G5

2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Description

Deep Springs’ goals for improving and quantifying its academic effectiveness are embodied in GODSAP. GODSAP is used as both a metric for measuring the effectiveness of individual courses and professors as well as a gauge of the college’s overall academic performance. Deep Springs has a systematic and uniform method of determining the value of courses through GODSAP. Faculty course descriptions, submitted at the beginning of the semester, clearly delineate how each course aims to meet its expected goals. At the end of the semester, written evaluations by both faculty and students analyze the success of each course in meeting the general requirements of GODSAP as well as the specific goals set forth in the course description. After reflecting upon these results, faculty also make recommendations on goals that should be set forth for future courses and suggest ways in which these goals can be met.

Analysis

GODSAP is Deep Springs’ chief metric for determining academic effectiveness. It clearly outlines the specific goals of the academic program in alignment with the college’s unique mission and more standard metrics for learning outcomes in higher education courses. GODSAP provides a standard rubric to faculty for designing courses, and it ensures that the courses that Deep Springs offers share similar goals in the context of the college’s academic program.

Deep Springs utilizes GODSAP not only as a metric for measuring the effectiveness of individual courses but also as a standard by which to evaluate the overall success of the academic program in meeting the shared goals of the students, faculty and trustees. GODSAP allows Deep Springs to improve its academic program over time by documenting means by which faculty members meet (or fail to meet) its stated goals; this documentation is a vital resource for future faculty as well as future courses taught by returning faculty.

Planning Agenda

- Continue to use GODSAP as a standard metric for measuring academic outcomes and evaluating course effectiveness.
- Allow continued use of GODSAP to indicate the long-term effectiveness of the academic program.
- Continue to evaluate the effectiveness of the GODSAP metric through faculty evaluations and
regular analyses of the uses of GODSAP.

Evidence

- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Course descriptions incorporating GODSAP
  → See Appendix A5
- Faulty course evaluations using GODSAP standards
  → See Appendix A5
- Student final evaluations of courses
  → See Appendix A9

3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Description

Deep Springs regularly assesses its progress towards its stated goals through the following quantitative and qualitative metrics: Deep Springs continuously assesses the effectiveness of its courses through GODSAP. In addition, the APRP review of the academic policy determines the college’s effectiveness in implementing its GODSAP goals. Semi-annual reports to the board of trustees’ Academic Affairs Committee present a thorough and critical assessment of the academic program, analyzing the degree to which it has met its stated goals and acted in adherence to the college’s mission statement. The Trustees of Deep Springs use these reports as key resources by which to determine how to best allocate resources.

Analysis

Deep Springs has a thorough program for self-review that incorporates all levels of concerned parties (e.g. students, faculty, etc.). On the level of individual courses, the GODSAP, faculty evaluations and student evaluations of courses and faculty determine how well the courses meet the stated goals of the academic program and offer templates for the design of future courses. On a much higher level, the APRP program effectively assesses the goals of the academic policy on a more conceptual basis with regards to the college’s mission. Regular review of the academic program in all its aspects by the board of trustees provides a valuable outside perspective, and comprehensive planning and resource allocation are heavily informed by these comprehensive reviews.

Planning Agenda

- Continue pursuing formal standards and processes of evaluation to analyze all levels of institutional effectiveness.
- Scrutinize the continued viability of processes and data methods used by the Curriculum Committee, the Faculty Committee, the dean, and the board of trustees.

Evidence

- Faculty course evaluations using GODSAP standards
  → See Appendix A5
- Student final evaluations of courses
  → See Appendix A9
- Student evaluations of faculty for rehire
  → See Appendix A11
  → See Appendix A4
- Notes from APRP discussions
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Description

Deep Springs’ planning process is designed around the unique structure of the college’s academic year and allows serious input from all constituencies. This is evidenced by the fact that regular meetings of decision making bodies such as the Curriculum Committee, the Faculty Committee, and the Student Body provide ongoing critical dialogue and valuable input for strategic planning. The annual assessment of the academic program through the APRP process is explicitly designed to complement the academic calendar and the annual work schedule of student-run, administrative committees. Also, Trustees of Deep Springs meetings, held on campus, allow for valuable input from all the college’s interested constituencies. For example, the trustees’ Academic Affairs Committee regularly reports on its oversight of the academic program, and the Budget and Operations Committee helps inform the trustees’ decisions regarding the allocation of resources.

Analysis

In accord with the college’s mission, Deep Springs’ planning process offers extensive opportunities for input and criticism from all interested constituencies, including but not limited to the Student Body, the Curriculum Committee, the Faculty Committee and the board of trustees. The level of interest and quality of input given by these constituencies attest to the high degree of ongoing dialogue as well as the intense commitment to student ownership over their own education that is integral to the Deep Springs program. The various formal processes of dialogue present within the college ensure that discussions and input are both transparent and effective in informing decision making processes. These formal processes also give a clear sense of each individual constituent’s role in evaluating existing policies, shaping new policies and allocating resources.

Planning Agenda

- Continue using APRP as a metric by which to measure the effectiveness of the academic policy.
- Track and review the use of APRP in order to ensure that its analyses are adequate for the college’s stated goals of improvement.
- Continue to incorporate feedback from relevant constituencies in decision making processes.
- Continue to incorporate APRP as an intermediate mode of analysis between individual course evaluations through GODSAP and larger, more holistic venues for review (such as board of trustee meetings).

Evidence

  → See Appendix A4
- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies
  → See Appendix G4
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Description

Deep Springs uses various forms of documented assessment that can be easily communicated to interested constituencies, including: GODSAP course descriptions, GODSAP course evaluations, faculty self-evaluations with recommendations for future courses, final course evaluations by students, Student Body evaluations of faculty and rehire votes notes from meetings of the college’s Curriculum Committee, notes from the Faculty Committee regarding rehires and notes from discussions related to APRP.

Analysis

Deep Springs strives to make all forms of documented assessment available to appropriate constituencies without breaching standards of professionalism or privacy in relation to individual students or faculty members. As an example, student evaluations of courses and student evaluations of faculty members are made available to the individual faculty members themselves as well as the dean. In special circumstances, such as in determining whether or not to rehire the professor, they may be used by the Student Body.

More formal reports and evaluations pertaining to matters of academic quality are included in the college’s semi-annual reports to the board of trustees, which is made available to all members of the community as well as any other interested constituencies. In addition, the original GODSAP document, course descriptions and faculty credentials are available in the Academic Catalog.

Planning Agenda

None

Evidence

- Course descriptions incorporating GODSAP
  → See Appendix A5
- Faulty course evaluations using GODSAP standards
  → See Appendix A5
- Student final evaluations of courses
  → See Appendix A9
- Student evaluations of faculty for rehire
  → See Appendix A11
- Meeting notes from the Deep Springs College Curriculum Committee and Faculty Committee
  → See Appendix A8
- Notes from APRP discussions
  → See Appendix 6?
- Trustees of Deep Springs College meeting reports
  → See Appendix G5

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Description

The semi-annual board of trustee meetings are an opportunity for the administration and trustees (in conjunction with other interested groups, such as the student body) to review and oversee the college’s operations. During the board of trustees’ spring meeting, Deep Springs undergoes a comprehensive review of both the academic program and the college’s operational budget. This budget review considers resource allocation with regards to the ranch,
the farm, the physical plant and the boarding house. This gives the board an opportunity to make changes in allocation based on this information; as well as current allocation in the context of the mission statement.

Analysis

Deep Springs’ annual review process assesses the effectiveness of the college’s operational programs and strategies for resource allocation. These reviews include input from all interested constituencies including the Student Body, the administration and the board of trustees. These annual reviews also allow the college to review the academic program in the context of the college’s larger operation; making it possible to incorporate both long-term planning as well as immediate needs and requests (e.g. after receiving a request from the Student Body, the board of trustees voted to allocate funds for a chorus instructor to supplement the music program).

Planning Agenda

- Continue systematic annual reviews that include input from all interested constituencies
- Ensure that these reviews are in accord with adopted academic standards and evaluative processes

Evidence

- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies
  → See Appendix G4
- 2006 long-term strategic plan
  → See Appendix F6
- Recent proposed and approved budgets
  → See Appendix F1
- Deep Springs College Annual Report

→ See Appendix I2

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services. Accreditation Standards-Standards 1B - Standard IIA 17

Description

The standard is met. The three core pillars of the Deep Springs educational program (academics, labor, and self-governance) currently undergo systematic review on a three-year cycle (i.e. one pillar is reviewed each year). The various functional manifestations of the pillars are analyzed for their adherence to the college’s mission statement and their success at meeting broader goals within the college’s larger pedagogical mission. The success of each pillar is defined by the level to which it helps create an educational experience at Deep Springs that is enduring, valuable, and provides students with the core skills, values, and experiences espoused by the mission statement.

More formal and concrete processes are used to evaluate the various student services provided by the college, such as confidential student evaluations of the college’s mental health services or rigorous oversight of the library that incorporates both long and short-term planning goals. These concrete processes demonstrate a concentrated effort on the part of the college to maintain oversight of both the academic program and the various student services offered to ensure that these programs are working to achieve the stated goals of the college and to ensure that the college’s resources are being allocated properly.
Analysis

The recent implementation of GODSAP and APRP as metrics for formal review of the academic program has fostered a general institutional recognition of the need for more oversight in all aspects of the academic program to ensure that 1. It is working in concert with the expressed goals of the college and 2. That it communicates to the board the need for financial resources. The initial successes of these metrics show that Deep Springs’ atmosphere of intense pedagogical discussion and deliberation is receptive to the findings of these more formal reviews, and that these results provide productive means of focusing the energies of the college and helping ensure that long-term goals are met.

Planning Agenda

- Continue to use and develop formal processes to analyze the three pillars and student support services
- Continue to implement various methods of self-evaluation to ensure the long-term effectiveness of these processes
- Ensure that these processes improve in effectiveness over time and become integral aspects of the college’s operation.

Evidence

- Deep Springs College Labor Program Report and college’s schedule for review of each of the three pillars: academics, labor and student self-governance
  ➔ See Appendices A13–14
- Student evaluations of mental health services/providers
  ➔ See Appendices E5–6
- Deep Springs College Library Report
  ➔ See Appendix E1–2

Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies

➔ See Appendix G4
Standard II: Student Learning Programs and Services

READINGS

The Deep Springs Fault, Plate Tectonics, and the Structure of Scientific Revolutions

Deep Springs College, Spring 2010
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission.

Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Description

Deep Springs’ academic programs (and instructional programs more broadly) shape and are shaped by the college’s historically high standards of rigor. The college structures its course offerings and guiding educational philosophy around adherence to the values and ideals of a liberal arts education, including a commitment to educating the whole individual in a variety of disciplines. Deep Springs maintains an emphasis on a core curriculum that includes the humanities, natural sciences, social sciences and fine arts.

Immediate qualitative and quantitative evidence of the academic program’s continued success are available in the form of the students’ record of transfer to other institutions of higher education, the professional success of alumni, and profiles of applicants and admitted students (in terms of high school GPA’s, transcripts, SAT scores, etc.). The college also internally applies more formal standards and evaluative processes, such as GODSAP and APRP, to determine the academic program’s success over time.

The high academic standards espoused in the mission statement serve as a general philosophical metric to measure the effectiveness of all pedagogical programs at Deep Springs.

Analysis

The Deep Springs mission statement adheres to the core principles of a liberal arts education while integrating those principles into the larger pedagogical aspects of the college. This includes the three pillars (academics, labor, and self-governance) as well as the unusually high degree of student involvement in managing the day-to-day and long-term operation of the college.

Various forms of qualitative, quantitative, and anecdotal data available (including alumni outcomes) are strong indicators of the college’s high level of success in producing student outcomes consistent with the college’s mission statement. At the same time, Deep Springs recognizes the need to increase its reliance on more formal, internal mechanisms to assess and improve the effectiveness of the academic program through long-term planning and strategy development. To that end, the college has implemented the GODSAP and APRP metrics.

Planning Agenda
- Maintain the core principles of a Deep Springs education as embodied in the mission statement and organization of the college
- Continue to evaluate the college’s success in achieving both short-term and long-term learning goal outcomes
- Extend the rigorous evaluative process for the academic program, where applicable, to the labor and self-governance aspects of the college’s pedagogical program

Evidence
- Deep Springs College Mission Statement
  → See Appendix A1
- Deep Springs College alumni outcomes including responses to the alumni survey regarding the college’s academic program, organization and three pillars
  → See Appendix A12, Appendices H2–4
- Data on applicants including test scores, class rank and other background information
  → See Appendices B3–5
- Academic policy: requirements for the Associate of Arts degree
  → See Appendix A1
- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Course descriptions incorporating GODSAP
  → See Appendix 5
- Faulty course evaluations using GODSAP standards
  → See Appendix A5
  → See Appendix A4
- Deep Springs College Labor Program Report
  → See Appendix A14

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

This standard does not apply. All aspects of the Deep Springs program occur at the college campus in Deep Springs Valley and most interaction between students and faculty occurs face-to-face in seminar classes. (For other references to the college, its adherence to the mission statement and more formal standards and processes, please see Section 1.c below).

a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Description

Beyond the fact that Deep Springs is all-male and maintains rigorous admissions requirements, the college strives to ensure that its educational programs are accessible. It does so by remaining tuition free and providing financial aid for students who require assistance in procuring learning aids such as books and computers and for applicants visiting the college for interviews. The college also provides free mental health services for students and makes exceptions to the isolation policy for students who wish to attend regular religious services.
The college also has a well-defined policy with regards to students with learning disabilities, which is available in the college’s handbook. This policy provides guidelines for both students and faculty members with regards to meeting the specific learning needs for students with diagnosed learning disabilities.

**Analysis**

While Deep Springs students may all be similar in certain respects (e.g. all students are male, no students pay tuition, all students display a high level of commitment to the mission and values of the college, etc.), Deep Springs also recognizes the fact that its students come from diverse religious, cultural, economic, ethnic and educational backgrounds. In order to foster this diversity, Deep Springs strives to identify and respect the differing needs of individual students in an attempt to meet stated learning outcomes for all students.

**Planning Agenda**

- Continue to recognize the diversity and diverse needs of individual student body members including supplementary financial aid
- Design and pursue learning outcomes in a manner that is both achievable and incorporates the needs of individual students
- Oversee broader policy decisions in a manner that ensures that the college will continue to meet the unique needs of students with learning disabilities
- Maintain pace with larger developments in higher education with regards to students with learning disabilities

**Evidence**

- Deep Springs College Diversity Statement
  \[\rightarrow See\ Appendix\ A1\]
  \[\rightarrow See\ Appendix\ D,\ Section\ 94\]

b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.1

**Description**

The primary modes of academic instruction at Deep Springs are intense, seminar discussions and one-on-one conferences with faculty members. These modes of instruction are appropriate for Deep Springs given the small size of the college, its isolation policy (students are not allowed to leave Deep Springs Valley during academic term with few exceptions), and its overall mission of providing a rigorous, liberal arts education. In addition to this, the college library contains about 24,000 volumes, all of which are available for student use at all times. Students also have access to a modest level of Internet bandwidth that is fully sufficient for research and correspondence.

**Analysis**

Small seminar discussions play an important part in shaping Deep Springs’ identity as a small, isolated community that places a high value on discourse and interactions between individuals. The isolation policy, which is also a defining characteristic of the Deep Springs pedagogical mission, places an intense focus on the community. It also makes students more sensitive to their use of Internet communication and online resources, as the student body strongly discourages using these resources as means of escaping
or neglecting participation in the community. In navigating these boundaries, individual students have a large amount of responsibility for striking a balance that suits both their needs and also the needs of the community as a whole.

Planning Agenda

- Keep track of larger trends in the use of Internet technologies and other similar resources in higher education
- Assess ways in which Deep Springs might continue to integrate these resources into its academic program in a way that maintains the integrity of its isolation policy and its unique character

Evidence

- Deep Springs College Student Body Sense of the Body Motions: Isolation policy
  → See Appendix D
- Deep Springs College Library Passover, including description of the collection
  → See Appendix E2

c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.18

Description

Deep Springs identifies student learning outcomes for courses through GODSAP, a standardized metric that measures outcomes based on both the college’s mission and more widely recognized standards in higher education. Framing courses through GODSAP ensures that they adhere to a shared set of common goals, while allowing the college to assess courses for their success in meeting these goals. Faculty self-evaluations at the end of each course provide suggestions to both that professor as well as any future faculty for how future courses might better meet their stated goals.

GODSAP evaluations serve as building blocks for the larger evaluative process of APRP, which evaluates the effectiveness of the educational program as a whole. Both GODSAP and APRP are used to measure learning outcomes in the context of both the college’s mission as well as the broader context of higher education.

Program and degree outcomes have, in the past, been measured by alumni outcomes (transfer institutions and degrees earned). Deep Springs continues to assess other possible metrics for program and degree outcomes.

Analysis

Due to the sheer scale of discussion and evaluation that occurs at Deep Springs through both formal and informal processes (e.g. Review Committee evaluations, faculty narrative evaluations of each student, student self-evaluations, etc.), the college found it most useful to create a single standard (GODSAP) against which it could gauge learning outcomes for individual courses. This standard serves not only as a more immediate measure of the academic program’s success in adhering to these goals; it also compliments other available data including the evaluative documents described above. In addition, this standard helps concretely measure both short and long-term outcomes of the academic program, outcomes which used to be measured solely in transfer data.

One of the most obvious indicators of the quality of the Deep Springs academic program is the record of success for students who transfer to finish their undergraduate
degrees. Deep Springs students regularly gain transfer admission to some of the top institutions including Harvard, Stanford, Yale, Oxford, Columbia, Swarthmore, The University of Chicago and The University of California, Berkeley. In addition to this, credits earned at Deep Springs are, in most instances, readily accepted by these schools. At the same time, Deep Springs acknowledges the need for more immediate and more transparent institutional standards to measure the effectiveness of its academic program. While intensive discourse and deliberation have become an essential part of the Deep Springs experience, few of these discussions evolve into more formal standards or processes. Since the 2005 self-study, the college has recognized both the imperative and the institutional benefit of implementing more formal standards and processes of review. These standards provide a shared point of reference that can inform discussions and deliberation that occur within the college. In addition to this, these more formal processes provide continuity and consistency and cumulative benefit to long-term evaluation and planning.

Planning Agenda

- Continue using GODSAP as a metric to measure learning outcomes
- Continue using APRP to assess GODSAP as an ongoing measure of the effectiveness of the academic program
- Use these metrics to provide continuity to the larger dialogue at Deep Springs directed towards maintaining and improving the college’s academic program

Evidence

- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Course descriptions incorporating GODSAP
  → See Appendix A5
- Faulty course evaluations using GODSAP standards
  → See Appendix A5
- Student final evaluations of courses
  → See Appendix A9
- Trustees of Deep Springs College meeting reports
  → See Appendix G5

2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Because all aspects of the instructional program occur at Deep Springs, most of this standard does not apply. (Assessment of both academic and non-academic areas of the Deep Springs program - including Labor and Self-Governance - are addressed in Standard II, Section A.1).

a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
Description

The standard is met. Faculty members are heavily involved in the evaluation process. After teaching each course, faculty members write evaluations assessing how well their course has met standards set forth in GODSAP; these evaluations provide recommendations for how courses might be taught in the future.

The faculty are involved in maintaining and improving the academic program in several ways: They are responsible for designing and teaching courses that reflect the college’s mission and priorities and adhere to GODSAP standards. All faculty members serve as advisory members in the college’s standing committees (Curriculum Committee, Applications Committee, Review Committee, and Communications Committee). Faculty members also constitute their own standing committee (Faculty Committee) which serves as the official voice of faculty members in the college’s discussion of issues relevant to them.

Analysis

Deep Springs strives to maintain a balance between its founding principle of beneficial ownership on the part of students and the practical need to incorporate faculty (and staff) voices when making important decisions. Because faculty are largely responsible for implementing the concrete aspects of the college’s academic program, Deep Springs recognizes the need to incorporate faculty voices in creating and maintaining learning outcome standards. Deep Springs also recognizes the need to incorporate faculty opinions in the ongoing conversations and evaluative processes that are used to assess these learning outcomes and to stimulate change and improvement in the academic program.

At the same time, Deep Springs places responsibility on the faculty and staff to participate in these conversations with the understanding that the college’s mission grants the students a large amount of responsibility for overseeing the academic program.

Planning Agenda

- Maintain faculty presence on the college’s standing committees
- Cultivate ad environment for faculty (and staff) to maintain a balance between appropriate guidance and student self-determination

Evidence

- GODSAP as standard (+ paperwork)  
  \(\rightarrow\) See Appendices A4–5
- Roster of standing committees including faculty and staff representatives  
  \(\rightarrow\) See Appendix C9
- Description of the Deep Springs College Faculty Committee  
  \(\rightarrow\) See Appendix A7
- Notes from any Faculty Committee meetings  
  \(\rightarrow\) See Appendix A8

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Description

GODSAP and APRP, Deep Springs’ formal standards for measuring learning outcomes, provide concrete evaluative processes for assessing the academic program.
on the level of both individual courses and in larger trends of the program as a whole.

As far as advisement is concerned, the APRP review process incorporates input from all of the college’s relevant constituencies including the Curriculum Committee, the faculty (represented by the Faculty Committee), the trustees and alumni. All of the expertise provided by these voices contributes to a comprehensive and thorough review of the academic program at all levels.

Analysis

As mentioned above, GODSAP and APRP, developed through the cumulative discussions and experiences of the college’s interested constituencies, provide formal processes for measuring learning outcomes.

Within the somewhat unique bounds of the Deep Springs academic program, the college has managed to draw from all available resources in order to measure learning outcomes and oversee the college’s academic program. In particular, faculty provide a great deal of input generating goals and standards for courses and developing strategies to implement those goals and standards within the framework of the college’s mission.

Planning Agenda

- Recognize and incorporate valuable input from all relevant constituencies
- Encourage input from all relevant constituencies when evaluating and forming policies

Evidence

- Course descriptions incorporating GODSAP  
  → See Appendix A5
- Faulty course evaluations using GODSAP standards  
  → See Appendix A5
  → See Appendix A4
- Notes from APRP discussions  
  → See Appendix A6

c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Description

The standard is met. Deep Springs’ academic program is characterized by disciplinary breadth and rigor. The breadth of the academic program is evidenced in the wide variety of courses offered as well as the college’s strong commitment to the core disciplines: humanities, social sciences and natural sciences. Deep Springs pursues faculty of the highest caliber who are committed to the unique character of Deep Springs as well as traditional liberal arts curriculum. Deep Springs also strives to provide an interdisciplinary environment that incorporates other aspects of the college’s pedagogical program (labor and self-governance) into the learning process.

Analysis

The structure of the Deep Springs academic program places a high amount of responsibility and accountability on each individual in the classroom. This sense of personal responsibility, combined with the formal, broad-based processes of review and evaluation, ensures that the college’s academic program (as well as its overall operation) remains highly rigorous. Deep Springs’ selectivity in admissions and fac-
ulty hiring also helps maintain a high level of academic rigor. Emphasis on both formal and informal evaluation of the college’s performance among its constituencies ensures that the academic program remains on par with expectations of rigor and accountability embodied in the college’s mission.

Deep Springs provides an interdisciplinary learning environment that not only connects different disciplines but also incorporates the three pillars of academics, labor and self-governance as a broader pedagogical environment for students. For example, seminar discussions of political theory may inform students’ approach to student self-governance and vice-versa. Alumni testimonies reflect the enduring value of the interdisciplinary structure of the college’s pedagogical program.

Planning Agenda

- Continue to uphold high academic standards with regards to the college’s mission
- Recruit faculty and staff who understand and are dedicated to these standards
- Continue to use the college’s evaluative processes to ensure that courses and the academic program as a whole fulfill the goals set forth in the college’s mission

Evidence

- College guide reviews of Deep Springs
  → See Appendix I1
- Deep Springs College Academic Catalog
  → See Appendix A1
- Faculty resumes
  → See Appendix A2
- Deep Springs College Academic policy: requirements for the Associate of Arts degree
  → See Appendix A1
- Deep Springs College alumni outcomes including responses to the alumni survey regarding the college’s academic program
  → See Appendix A12, Appendices H2,4
- Deep Springs College Labor Program Report
  → See Appendix A14

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.1

(See 1.b above)

e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Accreditation Standards-Standard IIA Accreditation Standards-Standard IIA 19

(See 1.c above)

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Description

(Regarding the college’s use of GODSAP and APRP as formal standards and evaluative processes, see Standard I.A.3 and 4).
In addition to semi-annual reports to the board of trustees, any formal discussions regarding the college’s standards, policies and processes (including GODSAP and APRP), as well as any proposed changes in the academic policy, are made available to the entire Deep Springs community including the board of trustees.

Analysis
Deep Springs strives to use these more formal standards and processes to strengthen and ground the academic program in a common language of accountability. It also aims to use these processes to provide valuable information about the academic program to faculty and students.

Planning Agenda
- Compile recent GODSAP evaluations and make them readily accessible to incoming faculty
- Incorporate these evaluations and recommendations in new faculty orientation
- Make any discussions regarding the college’s academic policy available to all relevant constituencies

Evidence
- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Course descriptions incorporating GODSAP
  → See Appendix A5
- Faulty course evaluations using GODSAP standards, including recommendations for future courses
  → See Appendix A5
  → See Appendix A4
- Notes from APRP discussions
  → See Appendix A6

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Departmental course and/or program examinations are not used at Deep Springs – the standard does not apply.

h. The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Description
Deep Springs awards credits in standard units. Each credit is equivalent to three quarters of an hour of direct instructional contact with a professor and two and a half hours of preparation per class per week (not including papers, lab reports and other additional assignments, which add on average a fourth hour). Classes at Deep Springs typically meet three hours per week (two ninety-minute seminars per week) which yields two credits per term or four credits per semester. Students are required to complete between eight and fifteen credits per semester (two or three classes). Any student wishing to complete fewer (or more) credits must present a proposal to the Curriculum Committee for approval.

Analysis
The amount of credit awarded at Deep Springs for courses is in concert with the expressed goals and outcomes of GODSAP evaluations, and it reflects both the amount and quality of work expected of Deep Springs students as well as more generally excepted standards in higher education.
Planning Agenda
None

Evidence
- Deep Springs College Academic policy: course credits
  → See Appendix A1

i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Description
Deep Springs outlines requirements for earning an Associate of Arts degree in its academic policy. This outline includes credit requirements, course distribution requirements and grade requirements. These requirements reflect the standards of GODSAP in regards to academic rigor, comprehension and depth.

Analysis
Although most Deep Springs students transfer to four year programs to complete their bachelor’s degrees, the college does on occasion award Associate of Arts degrees (the guidelines for earning this degree are outlined in the academic policy section of the Deep Springs handbook). Beyond this pragmatic function, the Associate of Arts degree requirements often serve as guide for students to structure their courses of study in a manner that is well-rounded, comprehends generally accepted standards of breadth and depth and fully utilizes the academic resources of the college.

Planning Agenda
None

Evidence
- Deep Springs College Academic policy: requirements for the Associate of Arts degree
  → See Appendix A1

3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Description
The Deep Springs curriculum adheres closely to a traditional liberal-arts education. The philosophy of this curriculum is described in the college’s mission statement and its execution is outlined in the academic policy; both are available in the academic catalogue. In keeping with the requirements for an Associate of Arts degree, the academic policy recommends courses across the following distribution: English, mathematics and quantitative reasoning, the social and behavior sciences, the physical and biological sciences, and a foreign language. In addition, Deep Springs requires all students to take Composition and Public Speaking. The GODSAP guidelines ensure that each course fits into the broader Deep Springs curriculum. Deep Springs’ students typically arrive as first-years with considerable (4-8) AP credits, and are attracted to the college partly for the chance it offers to do higher level work than would otherwise be the case.

Analysis
Deep Springs adheres to the traditional liberal-arts education embodied in the mission statement’s commitment to provide a “liberal-arts honors program” as well as the academic policy’s requirements for an Associate of Arts degree. Although Deep
Springs does award this, most students opt not to receive it; the majority transfer to four-year programs to complete their Bachelor of Arts degrees. Deep Springs’ students have no mandatory distributional requirements and are instead given an unusual degree of freedom to decide their own course of study. Many students nonetheless use the Associate of Arts requirements to guide their course selections at Deep Springs. Students’ curricular decisions are guided by input from a number of constituencies including the Curriculum Committee, Faculty Committee, individual faculty members and the Dean. This combination of freedom and guidance places students in a continuous, dynamic relationship with their own educations in which they are responsible for their academic choices. By and large, Deep Springs transcripts reflect students exceeding expectations in pursuing a comprehensive, well-rounded course of study during their time here.

**Planning Agenda**

None

**Evidence**

- Deep Springs College Mission Statement
  → See Appendix A1
- Deep Springs College Academic policy: requirements for the Associate of Arts degree
  → See Appendix A1
- Deep Springs College Academic policy: Public Speaking and Composition requirements
  → See Appendix A3
- Data on transfer credits accepted at other schools
  → See Appendix H1

**General education has comprehensive learning outcomes for the students who complete it, including the following:**

a. **An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**

**Description**

Deep Springs, and in particular GODSAP, instill an appreciation for the basic content and methodologies of the major disciplines and participation in different modes of creative endeavor. In addition, the grading policy in the college handbook gives guidelines for evaluation and grading, including the baseline of expected comprehension of the major subjects.

**Analysis**

The rigor of Deep Springs courses pushes students to pursue the major areas of knowledge beyond basic content and methodology and into inquiries of considerable depth. Faculty have consistently described students’ engagement with their academic work as on par with that of most graduate seminars, especially in the rigor and quality of discussion and writing.

**Planning Agenda**

- Discuss whether this should be added to GODSAP in terms of a metric for each course

**Evidence**

- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Deep Springs College Academic policy: guidelines on grading
  → See Appendix A1
- Deep Springs College alumni testimonials regarding the college’s academic program
  → See Appendix A12
b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical Analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Description
Deep Springs requires that all students take one composition course and public speaking (every semester) while at the college. These courses, which require presentations in front of the entire student body, help students develop oral and written communication skills. The goals and outcomes outlined in GODSAP demonstrate the academic program’s emphasis on helping students to develop critical thinking skills. The other pillars of the pedagogical program (labor and self-governance) encourage the acquisition of knowledge through non-academic means, including practical work and intense political deliberation with one’s peers.

Analysis
The overarching pedagogical nature of the Deep Springs program places students in situations where both the amount of responsibility and potential for learning are great; particularly because the college’s mission orients all members of the community to this end. In addition to this, the founder of the college (L.L. Nunn) encouraged the teaching of oral and written communication skills. Testimonies from alumni demonstrate how the college’s pedagogical program fosters within the student a “love for the life of the mind” and encourages them to orient themselves towards learning not merely as an end in and of itself, but rather as a means for developing self-awareness and life-long intellectual curiosity.

Planning Agenda
None

Evidence
- Deep Springs College Mission Statement
  ➔ See Appendix A1
- Deep Springs College Academic policy: Public Speaking and Composition requirements
  ➔ See Appendix A3
- Deep Springs College alumni outcomes including responses to the alumni survey regarding the college’s academic program
  ➔ See Appendices H1–4
- Deep Springs College alumni testimonials regarding the college’s academic program
  ➔ See Appendix A12

c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Description
The standard is met. L.L. Nunn, the founder of Deep Springs, directly stated the purpose of the college: to prepare young men for lives of service to humanity. The pedagogical foundation of the Deep Springs program strives to cultivate, in students, values that help them pursue this purpose. These values are inherent in the levels of rigor and student self-determination that define the three pillars of the college’s program. Alumni outcomes provide ample evidence of the vir-
tues, values, and professional successes cultivated by a Deep Springs education.

Analysis

The concept of “service to humanity” is often discussed at great length at Deep Springs. While most community members have a sense of the intention behind Nunn’s words, the definition becomes more ambiguous when one tries to define exactly what actions constitute service to humanity and how a Deep Springs education might help train students towards these ends. What is clear, however, is that the elements of a Deep Springs education (high degree of selectivity, high academic standards, free tuition, interdependence of all aspects of the college and ranch and high involvement from all community members in the project of the college) place a great deal of responsibility and accountability on each student. In discussing, exploring, and working towards the common good, students consistently cultivate key virtues such as self-reliance, compassion, fair judgment and self-awareness.

Deep Springs alumni consistently enter a range of different professions, including government service, medicine, academia, research or managing nonprofit organizations (to name a few). One of the major themes in alumni testimonies of their Deep Springs pedagogical experience is the atmosphere of the college; an atmosphere that helped instill in them the values required to pursue “service to humanity” in a range of different professions.

Planning Agenda

None

Evidence

- Deep Springs College Mission Statement
  → See Appendix A1
- Deep Springs College alumni outcomes including responses to the alumni survey regarding the college’s academic program, organization and three pillars
  → See Appendices H2,4

4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Description

As opposed to more degree-oriented programs that emphasize disciplinary focus and specialization, Deep Springs remains committed to educating all students in an interdisciplinary, liberal arts core that aims to educate the entire individual. The cultivation of critical skills in students envisioned by GODSAP, the college’s mission statement, and the recommended course distribution for the associate of arts degree reflect Deep Springs’ commitment to interdisciplinary liberal education.

Analysis

The Deep Springs curriculum reflects an adherence to a traditional liberal arts education. The Summer Seminar course (which is the incoming students’ introduction to Deep Springs classes) usually takes an interdisciplinary approach to key questions of political theory, with emphasis on reading, discussion and writing. The interdisciplinary nature of the academic program is also evidenced in GODSAP, which emphasizes the cultivation of critical thinking skills as opposed to specialized knowledge or expertise. The college’s larger operation and pedagogical program (including the ranch, labor and self-governance) encourage students to apply the ideas they explore in class to their daily lives at Deep Springs. Finally,
students, faculty and staff strive to approach work of all varieties as a potential lesson to be experienced and foster individual growth, not as a means to acquire specific, localized knowledge and skill.

Planning Agenda

- Continue to orient assessment of academic program in relation to interdisciplinary and liberal arts learning goals

Evidence

- Document: Goals of the Deep Springs Academic Program
  → See Appendix A4
- Deep Springs College Mission Statement
  → See Appendix A1
- Deep Springs College Academic policy: requirements for the Associate of Arts degree
  → See Appendix A1
- Deep Springs College Labor Program Report
  → See Appendix A14

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Deep Springs students do not complete vocational or occupational certificates. The standard does not apply.

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.

Description

All applicants to the college receive a Deep Springs viewbook. Applicants who are selected to participate in the second round of the application process are strongly encouraged to visit the college for three to four days. During this visit, applicants may sit in on classes, participate in labor, meet and become acquainted with members of the community and participate in an extensive interview conducted by the Applications Committee. Admitted students are sent a copy of the college’s handbook, which outlines all Deep Springs policies pertaining to students, including the academic policy.

Analysis

Because Deep Springs offers a unique collegial experience and because the character of the college demands a high level of commitment and responsibility from each student, Deep Springs recognizes the need to have applicants visit the college. This gives them an opportunity to get a clear picture of the entire program and understand what will be expected of them should they choose to attend. In addition to this, all college policies, including academic requirements and expected learning outcomes, are outlined in detail in the college’s handbook and the college catalog. Both of these resources are heavily used and referred to by all members of the community.

Planning Agenda

None

Evidence

- Deep Springs College Viewbook including Application
- See hard copies referenced in Appendix I
- Passover for chair of the Deep Springs College Applications Committee (including a description of the applications process)
- See Appendix C8
- Deep Springs College Handbook
- See Appendix D
- Deep Springs College Academic Catalog
- See Appendix A1

Since most Deep Springs students complete their bachelor’s degrees at four-year institutions, the majority of credit transfers involving Deep Springs occur from Deep Springs to other institutions. To that end, the college acknowledges its responsibility in ensuring the continued quality of the academic program (and indeed each course offered) in order to make credit transfer as viable as possible. That said, Deep Springs is occasionally constrained by the transfer requirements and limitations of other institutions. For example, the University of Chicago requires that Deep Springs students take more courses at that institution than do others, such as Brown University. In this respect, the recommended distribution of courses for the Associate of Arts degree outlined in the college’s handbook acts as a good metric for students to use in selecting courses. While the college does not have articulated transfer policy agreements with specific colleges, the consistently strong performance of Deep Springs students after transferring to other schools has greatly facilitated the acceptance of credits from Deep Springs courses.

Planning Agenda

- Analyze the changing transfer policies of other institutions
- Keep these policies in consideration when reviewing or revising Deep Springs’ recommended course distribution

Evidence

- Data on transfer to other schools from Deep Springs
  
  → See Appendix H1
- Data on transfer credits accepted at other schools
  
  → See Appendix H1
- Deep Springs College Academic policy: credits
  
  → See Appendix A1

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b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Description

The Deep Springs academic program has not fundamentally changed since the college’s founding in 1917. In the event of any such changes, however, the college is committed to ensuring that current students would be able to complete their educations at Deep Springs without disruption.

Analysis

Deep Springs has not fundamentally altered the basic tenets of its academic program since the college was founded in 1917. Any such changes would be subject to review from all relevant constituencies, including the student body, the Curriculum Committee, the Faculty Committee, the dean and the board of trustees. If a major change in the academic program were approved by all these constituencies, Deep Springs would take all necessary steps to ensure arrangements for all current students to complete their educations in an uninterrupted, timely manner.

Planning Agenda

None

Evidence

N/A

c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Description

Deep Springs’ most widely dispensed publications are the viewbook (designed for prospective students) and the website, which includes – among other things - an electronic version of the academic catalog. Both of these publications are reviewed by the Communications Committee on a regular basis. The viewbook is edited annually and is usually subject to redesign and updating of content every two to three years. The website is edited and updated as personnel change (usually every seven to fourteen weeks). Admitted students and hired staff and faculty members also receive a copy of the Deep Springs handbook, an internal college document that outlines the policies of the college. The handbook is reviewed and updated annually.

Analysis

Editing and updating the viewbook are responsibilities of the Communications Committee, a standing committee chaired by a student and aided by faculty and staff representatives. The Communication Committee’s other responsibilities include overseeing the college’s public relations by ensuring that the information the college presents to the outside world is accurate and up-to-date. The Communications Committee understands the importance of effective public relations in drawing high caliber prospective students and faculty.

The dean, the vice president, and the president are responsible for other college publications, such as the academic catalog and the college handbook. The administration’s responsibilities include ensuring that these publications are accurate, up-to-date,
and reflect any recent changes in personnel or college policy. The administration also ensures that these publications are distributed to all incoming students and faculty.

**Planning Agenda**

- Continue to allow the Communications Committee and the administration to oversee public relations and the distribution of college publications.

**Evidence**

- Deep Springs College Viewbook  
  → See hard copy referenced in Appendix I
- Website: www.deepsprings.edu
- Deep Springs College Academic Catalog  
  → See Appendix A1
- Deep Springs College Handbook  
  → See Appendix D

7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

**Description**

Deep Springs has formal policies on academic freedom and academic honesty. Both of these policies have been publicly adopted by the Board of Trustees and are published in the college’s handbook and in the academic catalogue.

**Analysis**

Pursuant to WASC/ACCJC’s standards, Deep Springs has formalized its standing informal policies on academic freedom and academic honesty; these policies have been approved by the Board of Trustees.

**Planning Agenda**

None

**Evidence**

- Handbook & Academic Catalog –  
  → See Appendix A1, Appendix D

7. a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

**Description**

The statement on academic freedom is included in both the Deep Springs handbook (distributed to all students, faculty and staff) and the academic catalogue. This statement discusses the faculty’s freedom in research and discussion and also gives guidelines to not overstep the boundaries of propriety and professionalism. The statement thus emphasizes both the freedoms and the responsibilities inherent in membership in an intellectual community.

**Analysis**

(see 7 above)

**Planning Agenda**

None

**Evidence**

  → See Appendix A1

7. b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

**Description**
The academic-honesty policy is included in both the Deep Springs handbook (distributed to all students, faculty and staff) and the academic catalogue. Besides describing the code of academic honesty and its importance to the integrity of the academic program, the policy also outlines what constitutes academic dishonesty and provides a procedure for inquiry into suspected academic dishonesty. This procedure includes the investigation process, the involved constituencies and provisions for recommendations and appeals.

Analysis
(see 7 above)

Planning Agenda
None

Evidence
- Deep Springs College Academic Policy: Statement of Academic Honesty
  \(\Rightarrow\) See Appendix A1

c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Description
Deep Springs holds its faculty and staff to standard policies of professional conduct. For students, the most significant policy is isolation, one of the Ground Rules of the Student Body which requires that all students remain within Deep Springs Valley during each seven-week term (with exceptions for personal emergencies and religious services). The Ground Rules of the Student Body also prohibit the use of drugs and alcohol. All of these policies are included in the Deep Springs handbook, which is sent to each prospective student and each member of the faculty and staff. The administration discusses these policies with prospective faculty and staff to answer any questions. The Student Body President and the chair of the Applications Committee respond to the inquiries of prospective students.

Analysis
Deep Springs is committed to giving prior notice of its codes of conduct to prospective students, faculty, and staff. Especially since many of these policies are unique to Deep Springs and Deep Springs Valley, the college seeks to give all prospective residents the clearest possible pictures of its operations to ensure the best match of the individual, the larger Deep Springs community and the college’s larger mission.

Planning Agenda
- Continue current policies and practices

Evidence
- Deep Springs College Handbook: Faculty and Staff Personnel Policies
  \(\Rightarrow\) See Appendix D
- Deep Springs College Student Body Sense of the Body Motions: Isolation policy and ground rules prohibiting use of alcohol and drugs by students
  \(\Rightarrow\) See Appendix D

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.2
Deep Springs does not offer curriculum in foreign locations. The standard does not apply.
B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.1, 2

Description

Deep Springs has identified several student services outside the college’s immediate academic program that support student learning and the college’s mission. These include:

- health services and safety
- mental-health services
- library and online resources
- Internet and other technology resources
- music instruction
- diversity support
- other academic resources, such as resources for students with learning disabilities

The college has made a commitment to guaranteeing the quality and support of these services by allocating resources where necessary and assessing services to ensure their continued effectiveness and quality.

Analysis

Due to its isolated location and the small size of the Student Body, Deep Springs provides fewer student services than are available at other colleges. At the same time, Deep Springs recognizes the need to maintain important services and to guarantee the highest quality of these resources. To this end, the college works to ensure that these resources are available and periodically reviews them to assess their quality. For example, the college recently determined that the available mental-health services might not be adequate for the current student population. The administration arranged for a second mental-health provider to visit in addition to the current provider to compare the two. At the end of this trial period, the administration polled the Student Body to assess which provider was most effective and reallocated resources accordingly.

Planning Agenda

- Continue commitment to these services
- Continue to solicit feedback from students and other constituencies to ensure that all support needs are being met

Evidence

- Deep Springs College Handbook:
  Medical Services, Safety and Emergency Policy
  \( \rightarrow \) See Appendix D, Sub-Appendix A
- Policy for student use of mental health services
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- General Information
- Official Name, Address(es), Telephone Number(s), and
- Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members
- Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer
- Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees
- Locations or publications where other policies may be found

**Description**

All of this information is available in one or more of the following publications:

- Viewbook (for prospective students)
- Handbook (for current students, faculty, and staff)
- Trustees of Deep Springs Handbook (for current members of the board)
- Academic catalogue

**Analysis**

Pursuant to WASC/ACCJC’s standards, Deep Springs has made all relevant information available to the relevant constituencies.

**Planning Agenda**

None

**Evidence**

- Deep Springs College View Book → See hard copy referenced in Appendix I
- Deep Springs College Handbook → See Appendix D
- Trustees of Deep Springs College Handbook → See Appendix G2
- Academic Catalog → See Appendix A1

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Description**
Because of its small and academically select student body, learning support needs vary greatly from none to involving three or four students, depending on the year. Deep Springs strives to identify both general and individual support needs among its student population and to maintain both the quality and availability of these resources to support learning resources. (Resources are listed in Section 1 above.)

**Analysis**

Deep Springs recognizes that a small liberal-arts college must provide certain core student services. At the same time, Deep Springs also recognizes that, despite the small size of the Student Body, there may be individual students with special needs. Deep Springs strives to identify both general and individual needs and meet them with appropriate resources whenever the need arises. Given its small size and remote location, the college also recognizes that some services (i.e. specialty medical support) may not be immediately available and works to meet these needs through local or online resources whenever possible. The most frequent condition that requires accommodation is ADD. Needless to say, given our small size, all accommodations are individually tailored to the student at hand,

**Planning Agenda**

- Continue oversight of student services, asking: Are they supporting the learning needs and outcomes of individuals and of the college in general? Can the quality of these services be improved?
- Find available resources (fiscal and personnel) when necessary, in consultation with the input of students and other constituencies.

**Evidence**

- Student evaluations of mental health services and providers
  → See Appendix E6
- Data relevant to other student services: mental health, emergency and safety, supplemental resources for classes and students
  → See Appendices E3–9

**a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**Description**

Deep Springs ensures that its services are made available to all students. The college also strives to ensure that the available services are comprehensive and reliable by finding qualified resources whenever possible and regularly evaluating such services. The most frequently needed accommodation is for special-needs diets.

**Analysis**

In addition to the small size of the Student Body, Deep Springs recognizes that its resources are limited by its budget, its isolated location and provider availability (e.g., mental-health services). Within this context, Deep Springs strives not only to meet the needs of its students but also to ensure that resources are available to all students as necessary.

**Planning Agenda**

- Continue allocation of funds for student services now provided
- Continue to ensure availability and quality of resources by assessing service delivery and student population
• Monitor current student populations to identify any additional services that might need to be provided: e.g., services for a student with specific dietary needs, learning disabilities, etc.

Evidence
- Deep Springs College Safety and Emergency Policies
  → See Appendix D, Sub-Appendix A; Appendix G4, March 2008 Health and Safety Charter
- Policy regarding use of mental health services
  → See Appendix E5
  → See Appendix D, Section 94
- Data relevant to other student services: mental health, emergency and safety, supplemental resources for classes and students
  → See Appendix E3–9

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Description
Deep Springs gives students an unusually high degree of responsibility and authority in a small, interdependent community. The college thus encourages the cultivation of civic and personal responsibility as well as self-reliance. The frequency of one-on-one interaction in the small Deep Springs community gives students an intense, engaged academic experience while also creating an environment for personal growth and development.

Analysis
In accordance with the goals of its founder, L. L. Nunn, Deep Springs gives its students a high degree of responsibility in the operation of the college: academic coursework, labor and self-governance. The quality of their classes and the operation of the college, ranch, and farm all suffer when students do not fulfill these responsibilities. As a result, students develop a sense of accountability to the larger community and self-reliance and agency in accomplishing their tasks.

Likewise, the rigor of the Deep Springs curriculum provides a sense of ownership and self-realization. Students are given an opportunity to experience college and academic study in a personal environment with ample one-on-one interaction with professors and peers. In the process, students have a rare opportunity to develop a personal voice in a community that is responsive to the needs and development of the individual.

Planning Agenda
None

Evidence
- Deep Springs College Gray Book
  → See hard copy referenced in Appendix I
- Deep Springs College Mission Statement
  → See Appendix A1
- Deep Springs College alumni outcomes including responses to the alumni survey regarding the college’s academic program, organization and three pillars
  → See Appendix A12, Appendices H2–4

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and
prepares faculty and other personnel responsible for the advising function.

Description
The Dean is largely responsible for advising students in the Deep Springs academic program, particularly in the context of the distribution of courses required for an Associate of Arts degree. In addition, long-term faculty often provide guidance as students select courses and consider transfer to other institutions.

Analysis
Although the Dean and long-term faculty oversee academic advising for the entire Student Body, they do so in the context of students’ responsibility for their own education. Neither the Dean nor the academic policy requires students to take a specific set of courses. Instead, the Dean and the academic guidelines offer consultation for students towards their own goals: what constitutes an equitable balance of courses, what courses they might need to transfer to specific programs and what role transcripts play in their transfer applications. The record of transfer students, in terms of credits accepted, speaks well to both the guidance of the Dean and faculty as well as the agency of students in selecting well-rounded courses of study.

Planning Agenda
None

Evidence
- Document: Duties of the Deep Springs College Dean
  See Appendix C2
- Deep Springs College Academic policy: requirements for the Associate of Arts degree
  See Appendix A1

d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Description
The standard is met. Deep Springs encourages the understanding and appreciation of diversity both informally and formally. Informally, the small size of the college and community ensure that individuals come to know one another uncommonly well and to respect one another’s differences. Formally, the Diversity Committee seeks to cultivate appreciation for diversity within the community and expand the college’s applicant pool to include underrepresented demographics. The Committee’s work includes making all available efforts to solicit individuals of minority backgrounds to apply to the college and researching trends of these minorities in higher education. After considering this research in the historical and present context of Deep Springs, the Committee may solicit funds and resources from the administration and the Trustees of Deep Springs to advance this outreach.

Analysis
Deep Springs approaches diversity through several different means. First, the college’s small size and communal nature ensures that individuals respect and become familiar with one another, including their cultural, religious, and socioeconomic backgrounds. Second, despite Deep Springs’s all-male Student Body, small size, and remote location, the rigorous academic program demands diverse applicants and to maintain standards of respect and appreciation for diversity. In conjunction with the faculty, the administration, and the Trustees of Deep Springs, the Diversity Committee therefore works to cultivate this respect and appreciation and strives to contact and solicit applications, using appropriate and available means,
from individuals in as many underrepresented groups as possible.

**Planning Agenda**

- Reconstitute the Diversity Committee as separate from the Applications and Communications Committees
- Resume the Diversity Committee’s research and outreach efforts as outlined in its report

**Evidence**

- Deep Springs College Diversity Committee Report
  → See Appendix B4–5

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Description**

The most immediate and long-term support services provided by Deep Springs are medical care, mental-health services and support for students with learning disabilities. Health services are assessed quarterly by the Safety Committee established by the Trustees of Deep Springs and annually by the student EMTs and the administration; both evaluations strive to ensure that safety and health are a high priority of the college. The effectiveness of the college’s mental-health provider is evaluated by confidential questionnaires submitted by the Student Body. Similarly, students with learning disabilities provide narrative evaluations of the support received from outside psychologists or work with the college’s faculty.

**Analysis**

Deep Springs seeks to accomplish three tasks in evaluating its support services.
First, assess current student services and ensure that they are of high quality and support student learning outcomes. Second, ensure that these assessments are thorough and informative; providing for confidentiality where necessary. Third, identify necessary services that are not currently provided. The college is committed to fulfilling these responsibilities.

Deep Springs recognizes that support services are a critical part of achieving student learning outcomes and providing an environment that meets the needs of the Student Body as a group and as individuals.

Planning Agenda

- Continue evaluation of current services
- Continue to identify any services that may be necessary but are not currently provided

Evidence

- Student evaluations of mental health services and providers
  → See Appendix E6
- Trustees of Deep Springs College meeting notes: Safety Committee
  → See Appendix G4
C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Description

Deep Springs maintains a library of approximately 24,000 volumes, including books from the founder’s collection. Despite the small size of both the college and the collection, the library covers the entire range of subjects with appropriate depth. The college’s liberal-arts curriculum ensures that the collection is particularly strong in literature, philosophy, religion and art, but the other subjects are also well-represented and up to date.

The college also provides sufficient internet access and bandwidth to support the research of both students and faculty, including JSTOR, the online database of academic journals.

Analysis

Given Deep Springs’s small size and isolated location, the college’s library was for years considered adequate to sustain its course offerings, many of which rely heavily on primary texts. More recently, Internet access has dramatically expanded the college’s options for research and communication. To ensure access to these resources, Deep Springs provides access to online journals as well as adequate bandwidth for students and faculty.

Planning Agenda

Continue:

- assessing the library – evaluating what subjects & areas might be improved
- assessing developments in online research & journals
- assessing developments in Internet technology
- providing access to online journals whenever possible

Evidence

- Document: Duties of the Deep Springs College Librarian
  → See Appendices E1–2
- Data: internet subscriptions
  → See Appendix F7
- Data: online journal subscriptions
  → See Appendix E3

a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Description
Deep Springs has on staff a trained part-time librarian to oversee and assess the collection, broaden and deepen it where necessary and oversee the college’s subscriptions to online resources and periodicals.

Analysis

The Deep Springs library been managed over the last decade by part-time staff. For six out of the ten years of the decade, the librarian was a certified Master of Library Science; when the librarian lacked professional certification, a certified librarian was regularly consulted. In 2008, the college decided to assess and improve the collection. To this end, the college sought a local professional who could recognize Deep Springs’s unique mission and balance is priorities with external collegiate standards. The librarian (Ms. Julie Cornett, Head of Libraries for Cero Coso Community College System) worked in concert with the Student Body and the Dean to ensure that periodicals, data base access, and acquisitions are adequate to meet the college’s needs and mission.

Planning Agenda

As of September, 2010, the Deep Springs librarian has accepted a full-time position overseeing the libraries of the Eastern Sierras Cvero Coso college system. She continues to visit Deep Springs regularly, to maintain the collection, and will be replaced by a new half-time certified librarian in January, 2011.

Evidence

- Document: Duties of the Deep Springs College Librarian
  → See Appendix E2
- Deep Springs College Library Report
  → See Appendix E1

b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Description

Given the size of the Deep Springs Student Body, the college’s library is accordingly small. The collection is categorized per the Dewey decimal system; the librarian or Dean is available to instruct students in the navigation of the library and its collection, periodicals and online resources.

Analysis

Current college students’ familiarity with online resources has led to reduced skill in navigating and using a traditional library. Since the Deep Springs library is organized according to the Dewey decimal system, the library or Dean is available to introduce novice students to the collection and its system of organization. Our academic selectivity ensures that most students come to Deep Springs already proficient in data base research, but instruction is available on an as-needed basis.

Planning Agenda

None

Evidence

- Document: Duties of the Deep Springs College Librarian
  → See Appendix E2
- Document: Duties of the Deep Springs College Dean
  → See Appendix C2

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. 1

Description
The library is open to all students and to the community at large year-round, twenty-four hours a day. Internet access is likewise available at all times.

Analysis

The Deep Springs library is considered communal space and is never locked or restricted. The community, the librarian, and the Dean work together to maintain the integrity of the collection, which makes such communal, year-round access possible.

Planning Agenda

None

Evidence

- Deep Springs College Handbook: Library
  → See Appendix D, Section 21

d. The institution provides effective maintenance and security for its library and other learning support services.

Description

(See Section 1(c) above.) The general maintenance and security of the library are the joint responsibility of the college’s librarian and Dean. In addition, the college’s Internet and phone networks are managed by two student computer technicians, with oversight from the President and Vice President, who are each familiar with both systems.

Analysis

(see 1.c above)

Planning Agenda

None

Evidence

- Deep Springs College Handbook: Library
  → See Appendix D, Section 21

- Deep Springs College Handbook: Email and Internet Policy
  → See Appendix D, Section 20

e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Description

Deep Springs makes use of resources from a number of external institutions. Local libraries extend interlibrary loan privileges. A letter from the Deep Springs President grants faculty borrowing cards at University of California libraries. When other needs are identified, the Dean works to locate external teachers and facilities first within the neighboring community and then, if necessary, in the form of long-distance programs. All external resources are evaluated for quality and for compatibility with the college’s mission.

Analysis

In spite of its remote location, Deep Springs has managed to include many external resources in its academic program. The college’s Internet access has made it possible to access information previously unavailable, including academic publications, journals and databases. Other library services, such as the interlibrary loan program, greatly facilitate research, especially for the faculty.
Other needs have been met using both local and long-distance resources. An independent study in Spanish was provided by an instructor from Bishop, California; another independent study, in ceramics, made use of a kiln in Big Pine. The University of California system has also provided long-distance instruction in mathematics. Each of these arrangements was successful in fulfilling the needs of both the individuals involved and the college as a whole.

**Planning Agenda**

- Continue keeping track of available resources
- Maintain viability of interlibrary privileges
- Whenever resources not available at Deep Springs are identified, look for local resources whenever possible
- Maintain current local resources for possible future use

**Evidence**

- Data relevant to other student services; supplemental resources for classes and students
  → See Appendices E3–9
- Document: Deep Springs College President’s letter for library privileges
  → See Appendix E4

2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Accreditation Standards-Standard IIIA 25

**Description**

The librarian’s report provides a comprehensive evaluation of the library and its support services. The report indicates the overall state of the library as well as any specific needs or new resources necessary to achieve individual learning outcomes or the success of the community as a whole. Within the context of Deep Springs’s mission, the report also reflects relevant trends in online resources, library resources, and higher education in general. At most times the librarian routinely reports semi-annually to the Academic Affairs Committee of the board.

**Analysis**

The presence of a professional librarian at Deep Springs has provided both the expertise and the oversight necessary to evaluate the library and its ability to support the learning outcomes of individual students as well as the broader community. The librarian also provides continuity for long-term planning and assess the library as a resource both in the context of Deep Springs and its specific goals as well as towards more general trends in higher education.

**Planning Agenda**

- Continue use of librarian’s report

**Evidence**

- Deep Springs College Library Report
  → See Appendix E1
Standard III: Resources

The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.
A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Description

The standard is met. Deep Springs personnel include both faculty and staff. The three long-term faculty chairs are led by the President and Dean; the staff, including the ranch manager, gardener, farm manager, mechanic and cook, are overseen by the Vice President. Currently, all of these positions are filled. The individuals filling these positions have been hired according to the college’s rigorous standards for skill, expertise, and performance. All personnel undergo regular review of their performance to ensure their effectiveness.

Analysis

Deep Springs has two objectives in filling its faculty and staff positions. First, to find individuals with adequate skill, training, and expertise able to ensure the high quality of the rigorous academic and labor programs. Second, to locate individuals who recognize the various challenges and opportunities inherent in the college’s intensely pedagogical atmosphere and who can meet these challenges while also fulfilling their professional responsibilities. To this end, Deep Springs makes recruiting and retaining qualified staff a top priority in the college’s operation.

Planning Agenda

- Maintain current successes
- Vet prospective hires for necessary and desirable skills
- Continue evaluation of current faculty and staff for performance, providing guidance and resources whenever necessary

Evidence

- Documents: Resumes of faculty and staff
  → See Appendix A2, Appendix C5
- Student evaluations of faculty and staff
  → See Appendices A9,15

a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-
U.S. institutions are recognized only if equivalence has been established.

26 Accreditation Standards-Standard IIIA

Description

Deep Springs posts job descriptions that reflect the college’s institutional mission and accurately list a position’s duties. Faculty are selected for both their academic specialties and their pedagogical philosophy and skill. Faculty applications are evaluated by current faculty and staff applications are evaluated by current staff; all applications are assessed by students and other members of the college community. Faculty members hold degrees from accredited U.S. institutions and/or equivalent foreign institutions.

Analysis

The environment of Deep Springs makes unique demands on its faculty and staff. For this reason, the college recognizes the need for clarity and transparency in its hiring practices. Furthermore, Deep Springs seeks to include input from all members of the community in addition to that of specifically relevant constituencies. Each individual is critical to the college’s academic and operational success; all candidates are therefore evaluated on their potential contributions to the college’s broader mission in addition to their specific skills or expertise.

Planning Agenda

- Continue recruitment and transparency: Deep Springs has been extremely successful in the past several years in hiring and maintaining gifted faculty and staff

Evidence

- Recent job listings for faculty and staff
  → See Appendix C3

- Deep Springs College Academic Catalog: Faculty CVs
  → See Appendix A2

b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Description

Deep Springs evaluates all personnel annually through three separate processes. First, students evaluate members of the faculty and staff. Second, the college as a whole formally evaluates long-term faculty up for rehire. Third, the President and Vice President evaluate all members of the staff. In each evaluation venue, the criteria include the job’s description, expectations and guidelines for performance. The college handbook, distributed to every member of the faculty and staff, includes provisions for appealing the evaluation process.

Analysis

Evaluation is a deliberate and integral part of Deep Springs’s program, which seeks to encourage improvement informed by input from all relevant groups and individuals within the college. To that end, there is ample opportunity for students, peers and other community members to provide input on the performance of faculty and staff. Each student writes a narrative evaluation for each course taken, including an as-
essment of the professor’s skills, strengths, and weaknesses. Each student also writes an evaluation of each staff member they have worked with, including their teaching and communication abilities. The student body as a whole transmits evaluations of faculty (to the Curriculum Committee) and of staff (to the Review and Reinvitations Committee) for working up into a formal evaluation letter annually. With the goals of long-term insight and improvement, each of these evaluation processes is the product of extensive deliberation among relevant constituencies of the community.

Planning Agenda

- Continue evaluative processes
- Continue evaluation of processes’ efficacy in light of the college’s mission and personnel performance in the college’s operation

Evidence

- Student final evaluations of courses
  → See Appendix A9
- Student evaluations of staff
  → See Appendix A15
- Data: evaluations of long-term faculty for review and reappointment
  → See Appendix A11

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Description

The Goals of the Deep Springs Academic Program (GODSAP) enumerate the student learning outcomes used as metrics in evaluating faculty, particularly in their self-evaluations of each course. In these evaluations, the faculty must consider the success of their courses in meeting GODSAP. If these goals have not been met, the faculty must make recommendations for how future courses might better align with GODSAP expectations.

Analysis

Deep Springs emphasizes the use of GODSAP as a metric to gauge the effectiveness of individual courses in achieving student learning outcomes. Self-evaluations give individual professors the opportunity for transparency in reflecting on their teaching experiences. In addition, the Dean and other members of the faculty provide input and guidance in these evaluations, which become part of the professor’s record.

Planning Agenda

- Continue use of GODSAP via faculty self-evaluations
- Evaluate the effectiveness of this process in gauging courses’ success, adherence to the college’s goals and standards and individual faculty performance

Evidence

- Course descriptions incorporating GODSAP → See Appendix A5
- Faulty course evaluations using GODSAP standards, including recommendations for future courses → See Appendix A5
The institution upholds a written code of professional ethics for all of its personnel.

**Description**

Deep Springs holds its personnel to a written policy of professional ethics, which discusses sexual contact and harassment, drug and alcohol use and unprofessional behavior. This policy is included in the college handbook, which is distributed to all faculty and staff.

**Analysis**

Deep Springs has clearly outlined its standards of professional behavior and ensures that each member of the faculty and staff reviews these policies.

**Planning Agenda**

None

**Evidence**

- Deep Springs College Handbook: Personnel Policies for Faculty and Staff

  \[→ See Appendix D\]

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

**Description**

The standard is met. The core Deep Springs faculty consists of three long-term chairs: one each in the humanities, natural sciences, and social sciences. Each chair teaches two courses per semester and serves as an advisor to one of the college’s four main standing committees. The long-term humanities professor usually teaches the Composition course required for first-year students. Public Speaking, required for all students, is taught by long-term faculty. In addition, the President and Dean each usually teach one course per semester. Short-term faculty (one or two professors each semester and three professors for the summer Term 6) augment the curriculum with additional subjects, such as the fine arts, literature, theater, mathematics, religious studies, etc.

The administration consists of the President, Vice President, Dean, and Executive Assistant. All have the necessary skill and experience to serve and support the college’s needs.

**Analysis**

Due to Deep Springs’s small size, faculty and staff are asked to fulfill many different advisory and administrative needs involved in the running of a college. To this end, the college strives to hire and retain individuals who demonstrate not only the skills and experience required for their specific positions but also general resourcefulness, reliability and cooperative ability. Deep Springs’s success in filling these administrative and faculty positions has sustained the smooth, efficient operation of the college.

**Planning Agenda**

- Continue staffing to maintain core needs of both academic and administrative program
- Meet the needs of all personnel
- Facilitate retention of qualified individuals

**Evidence**

- Documents: Duties of the Deep Springs College President, Vice President, Dean, Executive Assistant

  \[→ See Appendices C2,5\]
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Description
Deep Springs’s personnel policies are clearly outlined in the college handbook, along with standards for the equitable administration of these policies. The handbook also documents the grievance process in the event that personnel feel that these policies have not been administered fairly.

Analysis
Deep Springs recognizes the need for transparency in its personnel policies: not only in their dissemination but also in their equitable application. The college strives for fair and objective application. Formal procedures are in place both to ensure the execution of these policies and to respond to individuals’ questions and complaints about their execution.

Planning Agenda
- Continue evaluating current policies and their administration

Evidence
- Deep Springs College Handbook: Personnel Policies for Faculty and Staff
  → See Appendix D

Evidence (See Planning Agenda above)

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Description
Personnel records are maintained by the President, Vice President, and/or Dean,
who ensure their confidentiality. Electronic correspondences and files are password-protected and accessible only to these three individuals. Each employee has access to their own personnel records.

**Analysis**

Deep Springs observes legal requirements for and standard practices of confidentiality in maintaining employee records. All employees may access their own personnel records.

**Planning Agenda**

None

**Evidence**

- Deep Springs College Academic Policy: Confidentiality of Records
  
  → See Appendix A1

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**Description**

Deep Springs maintains a Diversity Committee especially for fostering appreciation, understanding, and concern for issues of equity and diversity. The Committee also assesses the role of diversity at Deep Springs and creates guidelines for recruiting and hiring personnel, particularly individuals from underrepresented groups.

**Analysis**

The core mission of the college supports familiarity and collaboration with individuals from diverse cultural, religious, socioeconomic, and racial backgrounds. Despite the constraints of its small size, Deep Springs recognizes the need for policies and practices that reflect an understanding of and respect for issues of equity and diversity. The college has worked toward this end through various formal means. The Diversity Committee assesses the role of diversity in the college’s Student Body and solicits applications from underrepresented minorities. The Curriculum Committee also works to recruit long- and short-term faculty who reflect the diversity of the culture at large. Although Deep Springs seeks to achieve the same goal in filling staff positions, the college acknowledges the difficulty of recruiting for such a specialized program and environment.

**Planning Agenda**

- Continue to make employment openings available to persons with a wide variety of backgrounds and identities.
- Reconstitute the Diversity Committee as a governing committee for the Student Body in addressing diversity in the context of Deep Springs
- Integrate extant quantitative studies into student recruitment procedures.

**Evidence**

- Deep Springs College Diversity Statement
  
  → See Appendix A1
- Deep Springs College Diversity Committee Report
  
  → See Appendix B4
- Guidelines for Deep Springs College Communications Committee in recruiting underrepresented minorities
  
  → See Appendix B5

4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

**Description**
Deep Springs is fully committed to an awareness of individual needs and providing services where necessary. These can include funds for professional development where appropriate, support for standing committees, and a grievance process for handling any conflicts or disputes.

**Analysis**

Due to the small size of its faculty and staff, which averages about ten individuals, Deep Springs does not have specific, formal programs to support diverse personnel. The college does, however, work informally to meet the needs of and provide services to all individuals. Deep Springs has made clear its commitment to diversity.

**Planning Agenda**

- Continue awareness of the individual needs of personnel
- Make resources available if/when any additional needs arise

**Evidence**

- Deep Springs College Diversity Statement  
  → See Appendix A1
- Deep Springs College Handbook: Personnel Policies for Faculty and Staff, Disputes/Grievance Policy  
  → See Appendix D, Section 62

b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Accreditation Standards-Standard IIIA and Standard IIIB 27

**Description**

Faculty and staff files, and the academic catalogue, are used as a record for assessing employment equity and diversity. Deep Springs strives for equity and diversity wherever possible, a goal consistent with its mission towards cultivating “intellectual understanding and humane action.”

**Analysis**

Deep Springs acknowledges that its remote location and small size can inhibit broader recruitment practices. Nonetheless, the college strives for equity and diversity throughout its practices in hiring and retaining faculty and staff.

**Planning Agenda**

- Continue recruitment and hiring of diverse personnel—a reflection of the college’s mission statement and principles

**Evidence**

- Deep Springs College Academic Catalog: Faculty CVs  
  → See Appendix A2
- CVs of Deep Springs College Administration  
  → See Appendix C5

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

**Description**

Deep Springs is committed to integrity in the treatment of all members of the community, as reflected in the college’s standards of rigorous discourse and intellectual investment that cultivate an environment of engaged interaction, learning and respect.

**Analysis**

Although its ten-member faculty and staff do not always fall into commonly-recognized categories, the college’s personnel span a range of cultural, religious and ethnic backgrounds. In addition, they share a commitment to respect for diversi-
ty. Students, faculty, and staff make a concerted effort to maintain high standards of decorum and respect. The intensely discursive nature of the community and the interdependent work required at Deep Springs constitute an opportunity to know one another as individuals.

Planning Agenda
- Maintain standards of intellectual rigor, honesty, and respect

Evidence
- Deep Springs College Diversity Committee Report
  → See Appendix B4

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Description
Funds for professional development are available for all long-term faculty and staff; these funds are included in each budget and allocated accordingly. These funds are specific to endeavors that both facilitate development in an individual’s area of expertise and further the institutional mission of the college and its goals for student learning outcomes.

Analysis
Professional-development funds are included in the college’s budget. Faculty might use these funds to attend conferences in their areas of expertise; staff development might include workshops on cooking or water-resource management. The President, Vice President, and Dean oversee the disbursement of these funds to ensure compliance with the college’s academic agenda.

Planning Agenda
- Continue to provide resources for professional development for long-term faculty & staff
- Assessment whether or not available funds are sufficient

Evidence
- Deep Springs College Budget and Expense Reports
  → See Appendix F1

a. The institution plans professional development activities to meet the needs of its personnel.

Description
Deep Springs holds biannual gatherings for the entire faculty and staff. In addition, periodic “staffulty” retreats bring faculty and staff together to discuss the college’s mission, consider the roles and responsibilities of each individual, and orient new members.

Analysis
Deep Springs’s small size brings its faculty and staff close together. Informal meetings allow personnel to use one another as resources and sounding-boards to discuss the college’s mission, assess their success in adhering to this mission, recommend goals for improvement, and help orient new personnel.

Planning Agenda
None

Evidence
None

b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Description
Staff and faculty evaluate workshops, discussions, and retreats. Feedback from these and other occasions help the President, Vice President, and Dean gauge the success of these events, plan for future events, and set agendas and topics for discussion.

Analysis
The close-knit nature of the faculty and staff allows individuals to provide input for one another from their own experience, perspective and insights. The President, Vice President, and Dean facilitate discussion of individual goals and needs as well as the makeup and needs of the faculty and staff as a whole.

Planning Agenda
- Continue to solicit input from faculty & staff to gauge success of workshops and retreats
- Incorporate recommendations whenever useful

Evidence
None

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Description
Because Deep Springs is very small and has no plans to expand, human-resource planning is limited to the provision of continuing education (see above) and outreach efforts to ensure qualified applicants for what openings come available. The assessment process includes evaluation of long-term faculty and staff in terms of their performance and effectiveness in the context of the college’s operation and mission. Much of this information contributes to the planning of the annual budget, which ensures that funds and resources are available either to retain current personnel or hire additional personnel whenever appropriate.

Analysis
Most faculty and staff positions at Deep Springs are determined by the college’s small size and budget. Regular evaluations of all personnel gauge their effectiveness as individuals and in their positions and make recommendations towards future personnel and their responsibilities. With an eye toward the college’s long-term plans and mission, the President and Vice President submit final budget and personnel recommendations to the Trustees of Deep Springs

Planning Agenda
- Continue evaluations to gauge use of human resources
- Allocate funds and resources accordingly in the budget

Evidence
- Data: evaluations of long-term faculty for review and reappointment ➔ See Appendix A11
- Student evaluations of staff ➔ See Appendix A15
- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies ➔ See Appendix G4

B. Physical Resources
Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Description

Physical resources at Deep Springs extend beyond the academic program to include the operations of the entire pedagogical operation: the ranch, farm, garden and boardinghouse. The college supervises all of these facilities to ensure their integrity and safe functioning in relation to the college’s mission and goals.

Analysis

Deep Springs provides safe access to sufficient academic resources: classrooms, faculty office space, scientific laboratories and equipment and library facilities. The labor program constitutes an extra dimension to the college’s physical plant. The ranch and farm require the coordination and maintenance of a number of operations, including acreage and resources for growing crops, access to grazing for the cattle and sheep herds, feed and health resources for the livestock, dependable water supplies, etc. Deep Springs strives to support, fund, and maintain all aspects of the labor program as a pedagogically effective and enduring aspect of the college. The college oversees all of its physical resources to ensure their reliability and safety.

Planning Agenda

- Continue oversight of all physical resources
- Assess each aspect of the college’s operation: its integrity to the program, its effectiveness in the context of the college’s larger mission, its execution, any related safety issues

Evidence

- Deep Springs College Budgets:
  \( \rightarrow \) See Appendix F1
- Trustees of Deep Springs College meeting notes: Safety Committee
  \( \rightarrow \) See Appendix G4

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Description

Deep Springs continually assesses its existing facilities to ensure their quality and works to maintain and improve these facilities when necessary. The college also introduces new facilities and upgrades old ones towards specific ends: for example, in 2005–6, Deep Springs constructed a solar field in order to become more self-sufficient in its energy production.

Analysis

The essential Deep Springs infrastructure has changed modestly since the college’s founding in 1917. Additions and improvements have occurred periodically as necessary to support the college’s operation. In 1999, the main campus was substantially renovated and the current dormitory constructed. In 2005–6, a solar field was added. Deep Springs is vigilant in maintaining and improving its physical resources, but the college is careful to do so in the context of its philosophy and mission: a small Student Body, an isolated location, a farm and ranch structure that require student initiative and participation to thrive. Due to the small size of both its physical plant and budget, Deep Springs prioritizes its infrastructure projects to ensure that core elements are maintained and assessed for quality and support.
Planning Agenda

- Continue oversight of physical resources
- Prioritize physical resources to ensure continued support of the college operation – evaluate college operation & other trends in education & technology to see if upgrades or new implementation is warranted or necessary

- Capital budgeting

Evidence

- Report on the Deep Springs College solar array
  → See Appendix F8
- Trustees of Deep Springs College meeting notes; specifically those regarding college infrastructure
  → See Appendix G4

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

28 Accreditation Standards-Standard IIIB and Standard IIIC

Description

The standard is met. The college’s safety policy stipulates that physical resources must be maintained to assure a safe, secure working and learning environment. Deep Springs conducts biannual safety reviews as part of its report to the Safety Committee of the Trustees of Deep Springs. The college also reviews buildings and campus facilities on a rotating basis to identify and address any health and safety concerns. The entire community undergoes safety training twice each year: once to orient new students and once to instruct all community members in emergency procedures and the use of the AED. In addition, the college selects two students each year to serve as emergency medical technicians. These students receive Wilderness EMT training through a month-long, intensive program with the Wilderness Medicine Institute of NOLS. In addition to their duty to respond to medical and trauma emergencies, these student EMTs also record and report any accidents that require medical treatment. Their records assist the college in answering the following questions: What factors may have contributed to the injury? How can the college address such factors? How was the injury treated or otherwise addressed?

Analysis

Safety is even more important at Deep Springs than at most schools because of the considerable responsibilities students assume: work on the ranch and farm, driving and operating vehicles and machinery, participating in slaughters, cooking in the kitchen, etc. In addition, the college is isolated and located an hour away from access to definitive medical care. Thus, the college is committed to maintaining an awareness of safety issues and hazards. In light of the college’s remote location, Deep Springs demonstrates this commitment to safety by funding the training of the student EMTs who are necessary for providing basic medical care.

Planning Agenda

- Continue provisions for safety
- Continue biannual review of physical infrastructure for the Trustees of Deep Springs
- Continue to provide medically trained personnel on campus
- Continue to evaluate emergency policy and its use to ensure effectiveness

Evidence
Trustees of Deep Springs College meeting notes: Safety Committee
→ See Appendix G4

Deep Springs College Handbook: Medical Services, Safety and Emergency Policies
→ See Appendix D, Sub-Appendix A

Documents: Accident Reports
→ See Appendix E8

Deep Springs College Policy: Student EMTs
→ See Appendix E7

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

(see 1.a above)

a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description
The college’s budget reflects its infrastructure needs in both the short and long terms. Short-term funds are available for unexpected repairs and/or upgrades. Long-term funds support the maintenance of the existing physical plant in all aspects of the college’s program: classrooms, housing and the ranch and farm operations.

Analysis
Within its available resources, Deep Springs recognizes the need to balance its short- and long-term goals in maintaining its physical plant. The college also recognizes the need to monitor and maintain its physical resources as the foundation of the college’s operations.

Planning Agenda

- Continue oversight of the college’s core physical infrastructure
- Continue long-term planning to maintain this infrastructure and to keep abreast of any necessary upgrades, additions or improvements
- Ensure availability of funds for short-term upgrades & improvements
- Maintain capital budget

Evidence
- Trustees of Deep Springs College meeting notes; specifically those regarding college infrastructure and capital budgeting
→ See Appendix G4

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Description
The Trustees of Deep Springs allocate resources for the college’s physical plant as part of a broader assessment of its operation, use of funds, and effectiveness across the program. This assessment is concerned not just with pedagogical success but also with the operation’s performance (e.g., the farm’s alfalfa output).

Analysis
Resources are allocated as necessary according to individual programs’ needs and outcomes. If resources are necessary for improvement (or if requests for more resources are inconsistent with observed outcomes and trends), the Trustees of Deep Springs can make recommendations accordingly.

Planning Agenda
• Continue to oversee effective use of physical resources and outcomes

• Use this oversight to gauge long-term trends and re-evaluate/reallocate resources when appropriate

**Evidence**

- Trustees of Deep Springs College meeting notes: Budget and Operations Committee, specifically those with input from different college constituencies
  → See Appendix G4

- Deep Springs College Budgets
  → See Appendix F1

**C. Technology Resources**

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

**Description**

Deep Springs’s technology support includes a computer lab, Internet access, and other basic communications systems such as a phone network and faxing capability. Students and faculty have separate Internet systems in order to ensure the ongoing integrity of both systems, and to provide redundancy in resources when our remoteness causes service problems. The President and Vice President work with two student computer and communications technicians to oversee the system and make upgrades and repairs as necessary.

**Analysis**

Despite and because of its isolated location, small library, and small faculty, Deep Springs relies on Internet technology for certain means of research and communication. The Student Body recognizes the need to consider these capabilities in the context of the college’s isolation policy, especially in light of new technological developments that make research and communication more efficient and effective than previously possible. Indeed, Internet technology has become a critical part of the college’s communications and research functions and for this reason has been integrated into the budget to ensure the availability of adequate resources.

**Planning Agenda**

- Continue maintenance and oversight of current technology (e.g., Internet and phone networks) by the two student technicians, President, and VP

- Continue to gauge technology use balancing these needs with college’s isolation & isolation policy: i.e., to what degree might use of the Internet constitute a breach of isolation and to what degree is it necessary, considering general changes in communication and higher education?

**Evidence**

- Data: internet subscriptions
  → See Appendix F7

- Data: online journal subscriptions
  → See Appendix E3

- Deep Springs College Handbook: Email and Internet/Network Policy
  → See Appendix D, Section 20

a. Technology services, professional support, facilities, hardware, and soft-
ware are designed to enhance the operation and effectiveness of the institution.

Description
Deep Springs’s technology services include the college’s computer lab, an Ethernet and phone network that extends to all faculty and staff homes and offices and Internet access for students in the library’s reading room. Two student computer technicians are trained on the system and available to maintain and repair its equipment, troubleshoot software problems, and train members of the community. The student and faculty networks are independent and use separate Internet connections. There are four outgoing phone lines plus an Internet fax line. Satellite phones are available in case of emergency.

Analysis
Deep Springs recognizes the need for a solid technology infrastructure to create an environment for effective communication and research. The college’s information-technology budget has increased steadily over the past few years as part of an effort to meet this need; this priority is also included in long-term budget plans. Anecdotal reports from long-term faculty and staff indicate that the current services are a vast improvement over the technology in place even five years ago.

Planning Agenda
- Continue budgeting and maintenance of current phone and Internet systems
- Continue to allocate resources to ensure viability of these systems, including given long-term technological and market trends

Evidence
- Data: internet subscriptions
  → See Appendix F7

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Description
Both student computer technicians are available to train community members in the use of the phone and computer networks. The President and Vice President are also familiar with the college’s systems and able to provide training.

Analysis
Deep Springs recognizes the importance of having trained individuals with technological expertise and makes these individuals available to all community members.

Planning Agenda
- Continued use of student technicians and staff to train community and administer technology and communications systems

Evidence
- Deep Springs College Handbook: Email and Internet/Network Policy
  → See Appendix D, Section 20

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necessary resources are made available, including funds for repairs and improvements of existing systems and upgrades to new ones.

**Analysis**

Deep Springs recognizes that it relies principally on Internet technology for communication and research and therefore makes it a priority to maintain the system for students, faculty, and staff.

**Planning Agenda**

- Continue to maintain and oversee Internet/communications systems
- Continue to provide resources including funds and tech support as well as long-term planning to ensure that availability of these resources

**Evidence**

- Trustees of Deep Springs College meeting notes: Budget and Operations Committee; internet expenses
  → See Appendix G4
- Data: internet subscriptions
  → See Appendix F7

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**Description**

In the context of its mission and available resources, Deep Springs uses technology resources to support academic and student services and to support student learning outcomes. Internet access is the most useful of these resources. Recent use has included a subscription to the JSTOR database of academic journals, the use of Internet and computer technology for lectures and presentations and long-distance courses taken occasionally by students when a subject is not available within the college’s own academic offerings.

**Analysis**

As the Internet and communications technology become more standard in academic study and research, Deep Springs strives to make these resources available. The administration and staff work together with individual students and the Student Body as a whole to understand and gauge their needs and make the appropriate services available.

**Planning Agenda**

- Continue oversight of academic program and student services and where they might be enhanced by available technology
- Working in concert with the Trustees of Deep Springs to ensure that funds are made available to support these resources

**Evidence**

- Data: online journal subscriptions
  → See Appendix E3
- Data relevant to other student services: supplemental resources for classes and students
  → See Appendices E3–9

2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Description**

Technological planning is a critical and increasing part of the annual budget approved by the entire board of trustees. The entire community participates in the drafting of the budget to ensure that all voices are heard. This process includes consideration of the effectiveness of current sys-
tems. The drafting of the budget also provides the opportunity for accommodating proposals to increase or upgrade these systems.

Analysis
Deep Springs integrates analysis and planning of technological resources into its annual agenda. The biannual meetings of the Trustees of Deep Springs and the annual drafting of the budget provide an opportunity for community members to give their input on the efficiency, availability, and effectiveness of technology resources. This information is used by the President, Vice President and board to gauge what resources are necessary to support academic services and student learning outcomes.

Planning Agenda
- Continued oversight of technology resources with input from all members of community; President, Vice President, and Trustees of Deep Springs are responsible for using this information to allocate resources and funds as needed

Evidence
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee; internet expenses
  → See Appendix G4
- 2006 long-term strategic plan.
  → See Appendix F6

D. Financial Resources
Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

1. The institution relies upon its mission and goals as the foundation for financial planning.

Description
The standard is met. In accordance with its mission statement, Deep Springs operates on the understanding that it charges no tuition. The college has hired a staff member to focus on fundraising and building the endowment. A financial plan was drafted in 2006 to guide long-term strategic planning.

The semiannual meetings of the Budget and Operations Committee of the Trustees of Deep Springs include an assessment of the current use of financial resources and future budget proposals. All constituencies of the college’s operation—faculty, ranch and farm staff, boardinghouse manager, etc.—submit proposals based on performance and need. All members of the college collaboratively discuss proposals based on estimates of available funds and give input on the passage of the final budget by the board.

Analysis
The small, interdependent nature of Deep Springs and the pedagogy inherent in every aspect of its operations makes a collaborative budgeting effort crucial for several reasons. First, constituencies are aware of one another’s operations and needs well enough to comprehend the budgeting discussion holistically. Second, all constituencies have a shared purpose and work to support each aspect of the program. Third, constituencies can have an open and frank discussion to evaluate the college’s overall
performance and make recommendations for its operations and budget. Fourth, the Trustees of Deep Springs, as the final arbiter in disbursing funds, have an opportunity to participate in this discussion and to evaluate the assessment of the college’s use of its financial resources.

It is essential to the mission of Deep Springs that the college does not charge tuition or fees of any kind. The founder argued that students would engage more deeply in their educations if they came to the college as its beneficial owners. Students do not pay to live at the college, and the college does not pay a wage to student workers. Students are expected to share in the college’s operations. A tuition-free program gives students an opportunity to claim ownership in their educations without the common form of “exchange” that might accompany tuition payments. Instead, their participation in the college’s operations (including labor) becomes part of a more qualitative exchange. In this context, the college acknowledges that its main sources of funding are the endowment and new fundraising; a staff member, Vice President David Welle, has been hired to oversee these resources. His expertise in this area also frees up other administrators, including President David Neidorf, to oversee other aspects of the college’s operations. The long-term planning guide, drafted in 2006 in accordance with Deep Spring’s broader mission, is intended to shape both short- and long-term financial strategies and planning.

Planning Agenda

- Continued no-tuition policy per mission statement and Nunnian ideals –
- Continued use of endowment at current draw rates (5% of a trailing three-year average)
- Maintain ongoing fundraising campaigns
- Continued long-term planning to ensure the college’s financial health and stability

Evidence

- Deep Springs College Mission Statement  
  → See Appendix A1
- Document: job description for Vice President/Fundraising  
  → See Appendix C2
- 2006 long-term strategic plan  
  → See Appendix F6
- Deep Springs College Annual Report  
  → See Appendix I2
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee  
  → See Appendix G4
- Trustees of Deep Springs College meeting notes: Investment Committee  
  → See Appendix G4

a. Financial planning is integrated with and supports all institutional planning.

Description

Although the President and Vice President largely oversee the college’s financial planning, this process is executed in consultation with all the college’s constituencies to ensure that it supports all aspects of its operations. The final budget is approved by the Trustees of Deep Springs, who ensure that the allocation of resources accords with and supports broader institutional plans.

Analysis

Deep Springs conducts a thorough review, overseen by the President and Vice President, of the effectiveness and financial
needs of each component of the college’s operation. The process includes each member of the Student Body, faculty and staff, who are asked to evaluate each program. The Trustees of Deep Springs approve final requests for resources and make other resources available as necessary.

Planning Agenda

- Continue thorough vetting of financial and institutional planning through annual budget process

Evidence

- Trustees of Deep Springs College meeting notes: Budget and Operations
  \( \Rightarrow \) See Appendix G4
- Trustees of Deep Springs College meeting notes: Investment Committee
  \( \Rightarrow \) See Appendix G4

b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Description

The President and Vice President have ultimate oversight of the budget. They must consider the available resources in determining how to fund the college’s operations and support services to achieve student learning outcomes and make the program as effective as possible. In addition, Deep Springs has in the past (2005-2006) hired a consultant to advise the college’s capital campaign and assess its endowment and investments and assist in long-term planning.

Analysis

Deep Springs is small in almost every respect: in number of students and total expenses but also in available funds and donations from alumni, of whom there are a limited number. The college is therefore extremely vigilant in overseeing the allocation of its funds. Although budget proposals are collaborative, the President, Vice President and trustees make the final decisions on how to allocate funds in accordance with the college’s mission statement and their assessment of its current operations.

Planning Agenda

- Continue to oversee budgets in light of long-term projections for the endowment as well as fundraising
- Continue efforts to grow fundraising as part of the budget
- Continue to balance available resources with oversight of each aspect of the college’s operation: its effectiveness and its potential needs in light of the rest of the budget and operation

Evidence

- Trustees of Deep Springs College meeting notes: Budget and Operations
  \( \Rightarrow \) See Appendix G4
- Trustees of Deep Springs College meeting notes: Investment Committee
  \( \Rightarrow \) See Appendix G4
- Deep Springs College: Fundraising Strategies
  \( \Rightarrow \) See Appendices F4–5
- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies
→ See Appendix G4

c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Description

In addition to ensuring its long-term stability and effectiveness, the Trustees of Deep Springs have put in place a policy that provides for meeting of the college’s sole long-term liability, (buyout of the Telluride Association’s share of the L.L. Nunn LLC in 2026), so that payment conforms to all legal and financial obligations and do not jeopardize long-term financial priorities.

Analysis

Deep Springs has few liabilities other than the long-term operation of its own program. In the one case where it has incurred debt or liability, the college has done so carefully and in full agreement with its partner in the LLC in order to avoid jeopardizing the interests of either organization.

Planning Agenda

None

Evidence

- Trustees of Deep Springs College meeting notes: Investment Committee and Deep Springs College/Telluride Association LLC
  → See Appendix G4

d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Accreditation Standards-Standard IIIC and Standard IIID

Description

Annual budget proposals are collaborative and involve all of the college’s constituencies and their recommendations. The meetings of the Budget and Operations Committee of the Trustees of Deep Springs are open to the public. (See Section 1(a) above.)

Evidence

- Trustees of Deep Springs College meeting notes: Budget and Operations Committee; specifically those with input from different college constituencies
  → See Appendix G4

2. To assure the financial integrity of the institution and responsible use of its financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Description

Deep Springs’s financial documentation includes the annual budget, an independent audit, and an annual report. Each reflects the appropriate allocation and use of financial resources to support the college’s operations and student learning outcomes. The college’s response to external audit findings is comprehensive and timely.

Analysis

Deep Springs recognizes the importance of an independent audit in its financial overview. This annual audit gives the college an objective view of its financial resources and provides an opportunity for more general accountability beyond its own constituencies. Deep Springs uses this opportunity to ensure that it uses its financial re-
sources transparently, accountably, legibly, and efficiently. To this end, Deep Springs recently (2007) found a new auditor and a new investment manager, each with more experience with nonprofit and educational institutions. The last two years our auditor has not made any recommendations for changes in management practices.

Planning Agenda

- Continue use of current independent audit as external oversight mechanism
- Continue use of external audit findings to inform budget process

Evidence

- Deep Springs College Budget and Expense Reports
  → See Appendix F1
- Deep Springs College Annual Report
  → See Appendix I2
- Deep Springs College: recent audits
  → See Appendix F3

a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

See 1 above

b. Appropriate financial information is provided throughout the institution.

Description

Deep Springs makes a number of financial reports available to its constituencies, including:

- Annual Reports and Financial Statements (to all constituencies, including alumni)
- Annual budget planning with the Trustees of Deep Springs
- Regular meetings with the college’s investment committee
- Monthly budget reports to the Trustees of Deep Springs
- Ongoing internal budgetary oversight of the college’s operations, including the ranch and farm.

Analysis

Deep Springs strives to provide financial information as transparently as possible. This transparency and accountability allows the college to gauge the effectiveness of each aspect of the college’s operation as well as its oversight. Accountability further permits more objective assessment from constituencies not directly involved in the college’s day-to-day operations, such as its trustees and alumni.

Planning Agenda

- Continue use of financial reports for transparency & accountability
- Continue to gauge the effectiveness of these reports—are any other modes of reporting and/or accountability warranted

Evidence

- Deep Springs College Annual Report
  → See Appendix I2
- Trustees of Deep Springs College meeting notes: Investment Committee
  → See Appendix G4
- Trustees of Deep Springs College meeting notes: Budget and Operations
  → See Appendix G4
- Deep Springs College President’s monthly budget reports to the Trustees of Deep Springs College
  ➔ See Appendix F1

c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Description
Deep Springs has unrestricted reserves equal to over twice its annual budget, and due to the size of the endowment and to ongoing annual fundraising (which is sufficiently stable year-to-year to be provisionally relied upon, Deep Springs has sufficient cash flow. The college invests according to industry-standard practices for educational institutions.

Analysis
Deep Springs has been vigilant in raising funds and careful in expending them, especially long-term financial resources such as the endowment. The President, Vice President and trustees have given Deep Springs the necessary funds for day-to-day operation as well as resources for unforeseen circumstances. They have done so to ensure the college’s continued success, and have used long-term planning, in concert with the college’s mission statement, to do so. Nonetheless, the President, Vice President, and trustees continue to seek additional resources to enhance this financial “cushion.”

Planning Agenda
- Continue fundraising
- Search for additional sources of giving (besides alumni)
- Continued vigilance in management and use of the endowment, especially in light of recent developments in financial markets

Evidence
- Deep Springs College Budgets: ➔ See Appendix F1
- Deep Springs College: Fundraising Strategies ➔ See Appendices F4–5
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee, specifically long-term reserve planning ➔ See Appendix G4

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Description
Deep Springs does not provide financial aid or externally-funded programs; the college does, however, receive some grants, which are overseen by the President. Institutional investments are managed by a professional manager (State Street Global Assets overseen by the Investment Committee of the board, in accordance with board-mandated policies. All investments are included in the annual financial audit.

Analysis
The Deep Springs Investment Committee oversees the endowment as a committee appointed by the Trustees. Its investment approach follows broadly accepted best practices for institutional investing. It seeks to achieve predicted levels of risk and return based on a policy of asset allocation with the intention of preserving and
increasing the value of the portfolio over time.

Planning Agenda

- Continue oversight of financial arrangements by appropriate parties
- Continued use of annual audit as an opportunity to assess these systems for effectiveness and appropriateness

Evidence

- Documents: grant applications/grants received
  ➔ See Appendix F1
- Trustees of Deep Springs College meeting notes: Investment Committee and correspondences with legal counsel for Deep Springs
  ➔ See Appendix G4
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee
  ➔ See Appendix G4

e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Description

Deep Springs is committed to allocating and using its funds in accordance with its mission and long-term goals. The annual budget reports, fundraising reports and budget proposals reaffirm this commitment. These reports present the college’s fundraising success and use of available funds as transparently as possible. Institutional measures further ensure that there is no conflict of interest among the staff or administration in overseeing fundraising and the allocation of funds in keeping with the annual budget.

Analysis

Deep Springs and its budget are small enough that the Trustees of Deep Springs—specifically, the Budget and Operations and the Fundraising Committees—can oversee the availability and use of funds. This oversight ensures that the budgeting, availability and allocation of resources is in accordance with the college’s commitment to input from all constituencies.

Planning Agenda

- Continue annual reports and Trustees of Deep Springs reports to ensure transparency in terms of all funds raised, availability and allocation of resources
- Continue institutional measures to ensure that administration and staff have no conflict of interests in overseeing financial matters for the college

Evidence

- Deep Springs College Annual Report
  ➔ See Appendix I2
- Trustees of Deep Springs College meeting notes: Investment Committee
  ➔ See Appendix G4
- Trustees of Deep Springs College meeting notes: Budget and Operations
  ➔ See Appendix G4
  ➔ See Appendix G2

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.
Deep Springs does not maintain external contracts with commercial interests, nor does it engage in auxiliary activities aside from the sale of a small number of tee-shirts and caps.

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Description

Deep Springs uses its yearly financial audit as a professional evaluation to assess accounting practices and change them when necessary. The college has instituted more formal processes for its expense reports and the use of its budget and budget lines. The Budget and Operations Committee of the Trustees of Deep Springs reviews these processes annually to ensure that they are adequate and recommends changes when necessary.

Analysis

The college's financial audits have recommended various improvements and served as a catalyst for the college to change its reporting format and add budget lines. Some expense categories were clarified and made more specific in indicating available lines and particular expenditures. Deep Springs now regards the annual audit as an opportunity to evaluate its current reporting system and make changes when necessary. Combined with the annual overview conducted by the Trustees of Deep Springs, this practice provides ample opportunities for self-evaluation and improvement.

Planning Agenda

- Make changes when necessary and appropriate

Evidence

- Data: report from auditors for Deep Springs College
  → See Appendix F3

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

(Regarding assessment of use of financial resources and collaborative budget processes, See Standard III. Section D.1 above)
Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Description

The standard is met. The organizational structure of Deep Springs gives considerable autonomy to all members of the community—students, faculty, and staff alike—in both their performance and ability to make recommendations for improvements. This autonomy is possible because all members share the same goal of sustaining a community capable of educating young men for lives of service. In addition, the college has formalized processes for evaluating major policy changes and for ensuring the participation of all relevant constituencies in these decisions.

Analysis

Deep Springs is unusual in giving students so much responsibility in the college’s affairs. Indeed, part of the college’s mission is to cultivate a sense of ownership among the Student Body, so as to cultivate the skills and virtues that are required of them as they rise to the responsibilities of ownership. At first, this goal might seem to relegate the faculty and staff to the periphery of the operation. In reality, however, this foundational principle requires unusual conscientiousness and skills on their part in order to develop a sense of how to engage, interact with, guide, and teach students in this environment. For this reason, the college strives to hire individuals who understand this dynamic and can fulfill its goals and achieve its outcomes.

In addition, Deep Springs may be exceptional in its reliance on individual performance. Although there are definite safeguards, guidelines, and formal processes to ensure the high standards of the college’s operation, there is also considerable emphasis on self-reliance among all members of the community—students, faculty and staff alike. A large English department might tolerate one sub-par member without great difficulty, but the sole humanities professor in a community of 40 adults has no place to hide. Each member of the community is given a great deal of responsibility and authority, and each individual’s contributions receive both scrutiny and respect.

Collectively, a part of these contributions constitute the pervasive discussion and deliberation that characterizes the Deep Springs community. In the past, however, it has been a challenge for Deep Springs to shape this discourse into a formal, targeted process. Since the last self-study, the col-
College has striven to create more formal processes that can simultaneously meet WASC/ACCJC’s standards and promote the philosophy and goals of a Nunnian education. Most major and long-term discussions are now documented as formal discussion that involves all relevant constituencies in the college.

**Planning Agenda**

- Continue to adhere to the mission statement, especially in terms of self-reliance and innovation within Deep Springs community
- Continue hiring individuals able to meet the needs of the college’s program
- Continue use of and implementation of formal processes to review/evaluate/change when there are significant policy changes to be addressed

**Evidence**

- Deep Springs College Mission Statement
  → See Appendix A1
- Documents: personnel job descriptions
  → See Appendix C2
- Trustees of Deep Springs College meeting notes; specifically those with input from different college constituencies
  → See Appendix G4

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special purpose bodies.

**Description**

The most formal decision-making venue is the semiannual meeting of the Trustees of Deep Springs. Each college constituency presents reports to the board: the Student Body, the standing committees, the Dean and faculty, the ranch and farm and the administration. Major policy discussions are brought before the entire community at community meetings, where discussions are a platform for input from the Student Body, faculty and staff, as appropriate. Major issues are targeted for an all-community discussion (including the visiting board). This input contributes to both the board’s final deliberations and decisions.

**Analysis**

The biannual meetings of the Trustees of Deep Springs provide a reliable arena for discussion of major policy decisions. In particular, open meetings allow for frank input from a variety of perspectives: students, faculty, alumni, non-alumni trustees and other members of the community. As the decision-making body that oversees the college’s larger mission, the board has been especially adept at using this input wisely and effectively.

**Planning Agenda**

- Continue community meetings for major policy discussions
- Explore the possibility of ad-hoc meetings in the event that anything untimely arises requiring more immediate discussion
- Continue involving all members of the college community

**Evidence**

- Trustees of Deep Springs College meeting notes; specifically those
with input from different college constituencies.

→ See Appendix G4

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Accreditation Standards-Standard IVA and Standard IVB

Description
One of the college’s standing committees, the Faculty Committee, is responsible for advising the administration in discussion and decision-making as appropriate. The Committee consists of all current faculty, excluding the Dean and the President. Staff likewise meet regularly (usually once per month) to discuss the college’s operations and any other issues currently being addressed by the community. The students, however, have the most agency in making recommendations to the administration, as per the college’s overarching mission to entrust the students with as much of its operations as possible. Students have substantial weight in discussions, deliberations and recommendations on matters throughout the community. Four student-chaired standing committees influence the admission of students, the recruitment of faculty, the evaluation of students and the management of the college’s public relations. Each member of the faculty and many staff members serve as a participant/advisor to one of these four committees. Students, faculty and staff also participate in the annual budget process.

Analysis
Faculty and staff are essential advisors, giving guidance and insight wherever appropriate, especially on the four major standing committees. Indeed, faculty and staff can and do make important recommendations in major policy discussions, such as the annual budget. The faculty is also a critical constituency in the Academic Policy Review Process (APRP).

Planning Agenda

- Continue constitution of Faculty Committee and staff (via staff meetings) in relation to the Student Body
- Continue to solicit input in the college’s mission as well as the overall impact of any discussion, deliberation or policy change

Evidence

- Deep Springs College Mission Statement
  → See Appendix A1
- Description of the Deep Springs College Faculty Committee
  → See Appendix A7
- Documents: personnel job descriptions
  → See Appendix C2

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Description
The evaluation of the academic policy and its outcomes is managed primarily through The Academic Policy Review Process (APRP). In addition, the Curriculum Committee, Faculty Committee, and the
Student Body as a whole assess and evaluate the current academic policy and recommend changes to the administration and the Trustees of Deep Springs.

**Analysis**

Deep Springs relies on all relevant constituencies to evaluate the academic policy, student learning outcomes, and student services. The most obvious example is APRP, which incorporates input from the current Student Body, the Curriculum Committee, the faculty and administration, former long-term faculty, alumni and the Trustees of Deep Springs.

**Planning Agenda**

- Continue to use all relevant constituencies in evaluating and assessing academic programs, learning outcomes, and student services
- Continue to assess the effectiveness of these evaluations and make changes where warranted

**Evidence**

  → See Appendix A4
- Notes from APRP discussions  
  → See Appendix A6

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

See Section 2 above.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Description**

Deep Springs has made good-faith efforts to comply with WASC/ACCJC’s standards and to make the improvements recommended during the last major self-study and team visit.

**Analysis**

Deep Springs takes any recommendations and guidelines as useful input towards improving the effectiveness of the college and its academic program and student services.

**Planning Agenda**

- Continue use of standards as guidelines in developing and administering college policies
- Continued to use recommendations as valuable input to reflect Deep Springs’s compliance with WASC/ACCJC standards

**Evidence**

- See: Response to Previous Recommendations

5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

**Description**
Each evaluation of the college’s governance structures includes a regular review of the performance of the President by the college’s major constituencies—the Student Body, faculty and staff—as well as by the Trustees of Deep Springs. These constituencies and the administration continuously assess the college’s governance processes.

**Analysis**

Evaluations of Deep Springs’s leadership, governance, and decision-making processes are community-wide undertakings involving all relevant constituencies. Furthermore, one of the principal roles of the board of trustees is to maintain a dialogue with these constituencies to assess the performance of the college’s governance structures to ensure that they effectively fulfill its mission.

**Planning Agenda**

- Continue ongoing evaluations of Deep Springs’s governing structures by all of college’s constituencies under the ultimate evaluative authority of the Trustees of Deep Springs

**Evidence**

- Trustees of Deep Springs College meeting notes: reviews of the President or Vice President

> See Appendix G4 for references to discussions; confidential notes may be made available upon request

**B. Board and Administrative Organization**

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges. 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

**Description**

The fundamental role of the Trustees of Deep Springs is oversight of the college’s entire operation: the integrity and effectiveness of the academic program, student services provided to support learning outcomes, and the pedagogical aspects of the ranch and farm programs. In addition, the board ensures the financial solvency and stability of the college. The President oversees the college’s operations but is accountable to the trustees. The board has drafted and approved the policy that governs the selection and evaluation of the President.

**Analysis**

The Trustees of Deep Springs serve a similar function to that of most boards: policy guide, arbiter, decision-maker, and guardian external from the college’s day-to-day operations. Since Deep Springs’s students are given authority and responsibility in operating the college, the board (including two student trustees) must provide this external oversight in a manner consistent with the college’s mission. At the same time, they must maintain the financial and institutional stability of the college as a whole.

**Planning Agenda**
Evidence

- Trustees of Deep Springs College Handbook: Governing Body/Trustees
  ➔ See Appendix G2
- Document: Duties of the Deep Springs College President
  ➔ See Appendix C4

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Description
As a policy-making body, the Trustees of Deep Springs exist outside the day-to-day operations of the college but convene twice a year in the valley for their meetings. The board is independent, self-appointing (apart from the student trustees and Telluride Association president), and has a record of acting as a whole. In advocating for the college and adhering to the college’s mission statement, the trustees may (and have) decided against short-term financial benefit through commercial exploitation of the valley because they believed it would violate the college’s core principles. Their decisions are based on input from all of the college’s constituencies.

Analysis
The Trustees of Deep Springs take their collective role seriously; the board follows professional standards for making and overseeing institutional policy. In addition, the trustees work in the context of a mission that is unique to the nature and location of the college and the constitution of the Student Body. To this end, the board seeks trustees who can comprehend and fulfill this unusual responsibility.

Planning Agenda

- Continue to follow standards outlined in the manual of the Trustees of Deep Springs: e.g., adherence to college’s mission
- Continue to solicit board members able to execute these responsibilities

Evidence

- Trustees of Deep Springs College meeting notes; specifically those discussions adhering to the college’s mission
  ➔ See Appendix G4
  ➔ See Appendix G2

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Description
As the guardians of the college’s programs, the Trustees of Deep Springs are responsible for evaluating and approving any proposed changes in the academic policy or student services. Semiannual reports to the board by the standing committees, such as the Curriculum and Application Committees, give the board an opportunity to assess the college’s policies and services and provide resources as necessary.

Analysis
The Trustees of Deep Springs are committed to their role as the guardians of the college’s programs and integrity. In light of this role, the board solicits input from all
relevant committees and constituencies regarding the academic program and student services. This information is used to guide the board’s own policies and the allocation of resources within the college.

Planning Agenda

- Continue to report to the Trustees of Deep Springs, including reports from relevant committees and constituencies

Evidence

- Trustee meeting reports → See Appendix G5
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee → See Appendix G4

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Description

The Trustees of Deep Springs make use of a variety of reports, including semiannual reports from the college’s own committees and constituencies as well as reports from the independent financial auditor. The board uses these reports to discuss and evaluate potential changes in policy and as the foundation for further investigations and soliciting additional input where it is warranted.

Analysis

The Trustees of Deep Springs take seriously their responsibility to safeguard the college’s programs. To that end, the board is vigilant in pursuing an accurate, up-to-date reflection of the college’s status in the form of these reporting systems, which span its day-to-day operations and financial integrity.

Planning Agenda

- Continue reporting systems
- Continue to evaluate the efficacy and reliability of these systems

Evidence

- Deep Springs College: recent audits → See Appendix F3
- Deep Springs College Annual Report → See Appendix I2
- Deep Springs College President’s monthly budget reports to the Trustees of Deep Springs College → See Appendix F1

d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Description

The board’s policies, structure, responsibilities, and procedures are all outlined in the manual distributed to all new trustees as part of their orientation. The manual of the Deep Springs Board of Trustees is also available to all constituencies in the library’s reading room.

Analysis

The board is committed to making its policies, processes, and structure as transparent as possible. These policies are made clear and accessible to all constituencies, including as part of new members’ orientation.

Planning Agenda

None

Evidence

- Trustees of Deep Springs College Handbook
See Appendix G2

e. The governing board acts in a manner consistent with its policies and by-laws. The board regularly evaluates its policies and practices and revises them as necessary.

Description

The standard is met. The Trustees of Deep Springs have developed a process for self-evaluation that monitors their policies, their execution of those policies towards the college’s mission statement, and the performance of both committees and individual members. In addition to providing an opportunity for formal review, this process is a venue for the board to ensure that its decisions are consistent with its policies. The entire evaluation process is outlined the handbook of the Trustees of Deep Springs.

Analysis

Per WASC/ACCJC’s standards, the Trustees of Deep Springs have acknowledged the need for a more formal self-evaluation process to gauge the board’s adherence to the college’s mission as well as to its own policies. To this end, this fall (2010) the board drafted and approved an official policy governing self-evaluation.

Planning Agenda

Implementation of TDS self-evaluation policy w/ ongoing assessment of its execution & use to measure standards & outcomes

Evidence

- Document: Trustees of Deep Springs Policy for Self-Evaluation
  
  → See Appendix G3

g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or by-laws.

See Section 1(e) above.

h. The governing board has a code of ethics that includes a clearly defined
The Trustees of Deep Springs have drafted and approved a code of ethics, which is included in the trustees’ handbook. The code outlines policies for ethical behavior, potential conflicts of interest, and standards of confidentiality. The code also documents the board’s procedures for addressing violations of this code.

Analysis

The board’s code of ethics conforms to generally-accepted standards of ethical behavior and addresses potential conflicts of interest as well as guidelines for standards of professionalism. The policy for violations of this code ensure a process for addressing unprofessional or unethical behavior on the part of any board member.

Planning Agenda

None

Evidence


→ See Appendix G2

i. The governing board is informed about and involved in the accreditation process.

Description

The Trustees of Deep Springs have received ongoing reports on the status of the self-study. The board was involved in drafting new policies required per WASC/ACCJC’s standards for governance and board and administrative organization. The release of the final report is contingent on the approval of the board, which is involved in the final drafting and review process.

Analysis

The Trustees of Deep Springs have been actively engaged in the accreditation process and have received frequent updates from the President, Vice President, and Dean. The most experienced members of the board have offered advice and input, providing useful guidance while also ensuring that the self-study is an accurate, informative reflection of the college’s policies and operations. Some board members have reviewed each draft of this self-study.

Planning Agenda

- Continue to include the board in accreditation process
- Continue to keep the board informed about the accreditation process

Evidence

- Meeting notes of reports: Self-Study team with Trustees of Deep Springs re: accreditation process

→ See Appendix G4

j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. 34 Accreditation Standards-Standard IVB In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Description
During their fall 2010 meeting, the Trustees of Deep Springs drafted and approved an updated document outlining the duties and responsibilities of the President of Deep Springs. Per this document, the President has the authority to implement policy without management interference from the board, but he is also accountable to their oversight. The board gives the President adequate leeway in administering and overseeing the operations of the college.

Analysis

Deep Springs is a small college, and the President’s role as its main administrator gives him primary authority in day-to-day operations as well as the responsibility to use this authority wisely. In the specific context of Deep Springs, where students have considerable responsibility and authority themselves, the President must possess good judgment, good communication skills and a real sense of the college’s mission and his role within it. To this end, it is the board’s responsibility to conduct a careful search for a President and then to give him sufficient room to execute his duties. In any instance where the President does not or cannot adequately fulfill this role, it is the responsibility of the board to review his performance and, if necessary, find a replacement.

Planning Agenda

- Use approved President’s job description as a guideline
- Continue to assess the clarity, adequacy, and usefulness of this document to describe the role and duties of the college’s president

Evidence

- Document: Duties of the Deep Springs College President
  ➔ See Appendix C4

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Description

In day-to-day operations, the President provides leadership in most policy and administrative decisions, including budgeting, hiring, and the ongoing assessment of the college and its operations.

Analysis

At Deep Springs, the President has the authority to oversee all aspects of the college’s operations—including the effectiveness of staff and faculty, current policies, etc.—through ongoing assessments. In addition to copious informal input from all members of the community, the President is present at more formal venues, such as faculty and staff meetings, where institutional effectiveness is discussed. The President also has access to all formal evaluations.

Planning Agenda

- Continue to use all effective means of assessing the college’s operation: staff, faculty, availability and use of financial resources, college policies

Evidence

- Notes: Deep Springs College Faculty Committee meetings, staff meetings, Trustees of Deep Springs Community Meetings
  ➔ See Appendix A7, Appendix G4
- Deep Springs College Labor Program Report
  ➔ See Appendix A14
a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Description
The President of Deep Springs is also the college’s chief administrator. The President ensures that all administrative needs are fulfilled, delegating them as necessary to a qualified administrative staff.

Analysis
Deep Springs’s small size requires all staff to serve multiple roles: the Vice President, for example, not only oversees the staff but also works on fundraising. It is therefore critical that the college attract and maintain qualified staff capable of taking on a reasonable range of tasks and responsibilities. The President must strive to find individuals who can communicate effectively and work within the context of the college’s mission of delegating responsibilities to students with appropriate oversight and guidance.

Planning Agenda
- Continue oversight of administration by president
- Continue to recruit personnel skills to perform multiple tasks (when necessary and appropriate) and to work within the context of Deep Springs’ pedagogical environment

b. The president guides institutional improvement of the teaching and learning environment by the following:

- Establishing a collegial process that sets values, goals, and priorities.
- Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions.
- Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes.
- Establishing procedures to evaluate overall institutional planning and implementation efforts.

Description
The standard is met. The President of Deep Springs is involved in overseeing the standards, processes, evaluations and planning that guide all aspects of the college’s operation. All participating constituencies eventually report to the President and the Trustees of Deep Springs on major policy decisions and changes. The President makes and approves decisions regarding the day-to-day operations of the colleges, including policy changes and budgetary changes. Final approval of major policy or budgetary changes is reserved for the Trustees of Deep Springs.

Analysis
Following WASC/ACCJC’s standards and guidelines, Deep Springs has moved to
include a series of formal policies, guidelines and processes in its oversight procedures to guide the college’s programs (academic and otherwise), assess outcomes, and use this information for planning. The President has been at the forefront of all of these efforts, guiding and monitoring all efforts to create and implement standards and processes. Maintaining these standards and processes has become part of the President’s responsibilities in overseeing the college’s operation.

Planning Agenda

- Continue to use standards, processes, evaluations, and planning
- Continue to assess the efficacy of each of these tools, specifically in relation to the President’s ability to gauge the efficacy of and otherwise monitor the various parts of the college’s operation

Evidence

- Trustee of Deep Springs meeting reports
  → See Appendix G5
- Trustees of Deep Springs College community meeting notes; specifically those with input from different college constituencies
  → See Appendix G4
- Trustees of Deep Springs College meeting notes: Budget and Operations Committee, specifically those with input from different college constituencies
  → See Appendix G4
- Deep Springs College Labor Program Report
  → See Appendix A14

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Description

The President of Deep Springs uses the college’s mission statement as a metric to guide the implementation of all college policies.

Analysis

Deep Springs’s mission statement, which outlines the tenets of a Nunnian education, is essential to the success of Deep Springs. Although some of the President’s decisions may appear unusual by conventional standards, they serve the institution’s broader goals, which include giving as much responsibility and authority to the Student Body towards the end of cultivating young men for service to humanity.

Planning Agenda

None

Evidence

- Documents: letters from the college president to the Student Body or community
  → See Appendix C6

d. The president effectively controls budget and expenditures.

Description

The President of Deep Springs proposes an annual budget to the board. In doing so, the President considers the availability of all resources and the needs of the various constituencies and programs of the college. Within these parameters, his goal is to make conservative estimates while ensuring the quality of all programs.

Analysis

Deep Springs has been fortunate to benefit from the leadership of presidents especially adept at maintaining the quality and
standards of the program while often coming in under budget. At the same time, recent Presidents have successfully lobbied the Trustees of Deep Springs for more funds as necessary: for example, to increase faculty salaries to attract the most qualified candidates.

**Planning Agenda**

- Continue President’s oversight of the budget; consider both the availability of resources and the evolving needs of the college’s program and operation

**Evidence**

- Trustees of Deep Springs College meeting notes: Budget and Operations Committee

→ *See Appendix G4*

e. The president works and communicates effectively with the communities served by the institution.

Accreditation Standards-Standard IVB 35

**Description**

The broader Deep Springs community—including the Student Body, their families, and the faculty and staff—is included in community discussions on issues that affect everyone. The President also communicates with all constituencies and community members when there is any policy change or event that affects the entire community.

Externally, the college serves no local communities, (except as consumer of supplies), and the college’s isolation policy restricts us from developing direct community links that require ongoing commitments. To some extent our external communities are parents and donors, along with the admission and registrar staff’s accounts colleges our student transfer to. The president is in touch with all of these communities regularly.

**Analysis**

Because members of the Deep Springs community rely heavily on one another, clear and effective communication is critical. The administration, and specifically the President, is therefore responsible for providing a platform for each member to be heard and a means to communicate all important information to all appropriate constituencies. The President has the benefit of living and working within the community, but he also maintains more formal venues and processes to maintain standards of professionalism and accountability.

**Planning Agenda**

None

**Evidence**

- Trustees of Deep Springs College community meeting notes; specifically those with input from different college constituencies

→ *See Appendix G4*

- Documents: letters from the college president to the Student Body or community.

→ *See Appendix C6*
Planning Agenda
Speaking as the head of the 2010 Deep Springs College self-study team, writing this report has been incredibly informative. In previous years, the college appeared may have appeared wary of the accreditation process. It is possible that members of the college’s administration were unsure if the unique aspects of the college’s program could be adequately described or discussed: the pillars of labor and student self-governance and more particularly, students’ beneficial ownership of their education. All of these aspects create unusual but potentially interesting relationships between standards and processes and general accountability.

In responding to the previous visiting team’s recommendations, the college has worked to use the standards as a guide to improve the existing college program and operation. For this study, the standards (and the larger framework of accountability) have been useful in providing perspective with which Deep Springs can scrutinize itself with more objectivity. This includes:
- More accountability in terms of standards and policies
- More accountability in terms of formalizing standards and policies to help ensure that all aspects of the college’s programs are working in concert and adhering to the college’s mission
- More formal evaluative processes to provide venues and guidelines for discussion as well as better records
- More long-term planning based on these formal standards, policies and processes to help ensure long-term institutional memory and reference for future discussions
- Maintain and cultivate the perspective that comes from this accountability; helping the college make long term plans

This last point is especially critical at Deep Springs College where the size of the college makes it necessary to conserve both financial and personnel resources.

Planning Ahead

Perhaps the largest goal facing the college, in regards to this self-study, is integrating a culture of documented accountability into the Deep Springs College operation and pedagogy. More important is integrating this in a way that comports with the college’s overall mission; particularly in light of the college’s historical wariness of outside influences. Deep Springs stands by its mission wholeheartedly. The core principles of liberal arts education in concert with the pillars of labor and student self-government and students’ beneficial ownership of their educations create a unique and valuable learning environment. The college must strive to maintain the climate of student responsibility and participation without stifling their creativity and initiative with policies and procedures, and yet we must maintain and adhere to enough policies and procedures to satisfy professional standards of accountability. This balancing act will be an ongoing issue at the college.

Deep Springs College feels that it has met the standards outlined by WASC/ACCJC. At the same time, the college is in the process of adjusting to new ways of using standards and evaluative processes. The next five years will be critical in terms of using the existing framework, discovering where it may cramp our educational process and where it em-
powers it, and subsequently refining it. This includes continued scrutiny of the college’s use of standards, policies and evaluative processes including:

- Continued compliance with WASC/ACCJC standards
- Continued adherence to college’s mission statement
- Continued refinement of standards, policies and evaluative processes based on input from all relevant constituencies
- Continued refinement of data collection and accounting practices, based on input from all relevant constituencies, to support a culture that is more conscientious and transparent and helps inform both short and long-term planning
- Incorporate all of these practices into the larger culture of the college in a way that maintains, informs and improves the integral parts of Deep Springs College’ educational program.

In terms of integrating a culture of accountability, the current indicators for success are good. Reactions to recently implemented standards and policies have been positive; particularly when framed in the context of accountability, shared standards and long-term institutional memory. In addition to this, the relatively frequent turnover in students and personnel makes it possible to accelerate integrated change. Taking into account the rigor with which the Deep Springs community approaches most endeavors, the prospects for a rich and rewarding long-term engagement with WASC/ACCJC standards are, to say the least, extremely favorable.
**Glossary of Terms and Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Ac Aff</td>
<td>The Academic Affairs Committee of the Trustees of Deep Springs College</td>
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<tr>
<td>Ap Com</td>
<td>The Deep Springs College Applications Committee (charged with admitting the class for the following year)</td>
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<td>APRP</td>
<td>The Deep Springs College Academic Policy Review Process</td>
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<td>BH</td>
<td>The Boarding House</td>
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<tr>
<td>B&amp;O</td>
<td>The Budget and Operations Committee of the Trustees of Deep Springs College</td>
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<tr>
<td>Com Com</td>
<td>The Deep Springs College Communications Committee (charged with overseeing public relations and producing the college newsletter)</td>
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<tr>
<td>Cur Com</td>
<td>The Deep Springs College Curriculum Committee (charged with overseeing the academic program, hiring faculty, selecting courses and approving independent and directed studies)</td>
</tr>
<tr>
<td>Div Com</td>
<td>The Deep Springs College Diversity Committee (charged with overseeing recruitment of underrepresented minorities to apply to Deep Springs, keeping data on efforts and sustaining discussions regarding diversity)</td>
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<tr>
<td>GODSAP</td>
<td>The Goals of the Deep Springs Academic Program</td>
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<tr>
<td>Labor Com</td>
<td>The Deep Springs College Labor Committee (charged with evaluating the college’s Labor Program and producing the Labor Program Report)</td>
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<tr>
<td>R Com</td>
<td>The Deep Springs College Review Committee (charged with reviewing the performance of individual students)</td>
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<tr>
<td>SB</td>
<td>The Deep Springs College Student Body</td>
</tr>
<tr>
<td>SOB</td>
<td>Sense of the Body motions of the Deep Springs College Student Body</td>
</tr>
<tr>
<td>TDS</td>
<td>The Trustees of Deep Springs College</td>
</tr>
</tbody>
</table>