Deep Springs College
Institutional Self Study Report

in Support of Reaffirmation of Accreditation

Submitted by:
Deep Springs College
HC 72 Box 45001
Dyer, NV 89010-9803
http://www.deepsprings.edu/home

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

January 2017
Certification of the Self Study Report

January 12, 2017

To: Accrediting 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, Self-Study Chair

____________________________________
Amity Wilczek, Dean

____________________________________
Jango McCormick, Contributor to the Self Study

____________________________________
Elliot Setzer, Contributor to the Self Study
<table>
<thead>
<tr>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
</tr>
<tr>
<td>L.L. Nunn and the Founding of Deep Springs</td>
</tr>
<tr>
<td>Overview of the College</td>
</tr>
<tr>
<td>Three Pillars</td>
</tr>
<tr>
<td>Demographics</td>
</tr>
<tr>
<td>Response to Commendations and Recommendations from the 2010 Self Study and Team Visit</td>
</tr>
<tr>
<td>Updates on Institutional Improvements</td>
</tr>
<tr>
<td>Accreditation and Self-Study at Deep Springs</td>
</tr>
<tr>
<td>Deep Springs as an Institution of Higher Learning</td>
</tr>
<tr>
<td><strong>Presentation of Student Achievement Data and Institution-Set Standards</strong></td>
</tr>
<tr>
<td>Applicant Demographics</td>
</tr>
<tr>
<td>Academic Program</td>
</tr>
<tr>
<td>Labor Program</td>
</tr>
<tr>
<td>Qualitative Data</td>
</tr>
<tr>
<td><strong>Organization of the Self-Evaluation Process</strong></td>
</tr>
<tr>
<td>The Team</td>
</tr>
<tr>
<td>The Process</td>
</tr>
<tr>
<td>Self-Study Timeline</td>
</tr>
<tr>
<td><strong>Organizational Information</strong></td>
</tr>
<tr>
<td>Certification of Continued Institutional Compliance with Eligibility Requirements</td>
</tr>
<tr>
<td>Certification of Continued Institutional Compliance with Commission Policies</td>
</tr>
<tr>
<td><strong>Standards</strong></td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity</td>
</tr>
<tr>
<td>A. Mission</td>
</tr>
<tr>
<td>B. Assuring Academic Quality and Institutional Effectiveness Academic Quality</td>
</tr>
<tr>
<td>C. Institutional Integrity</td>
</tr>
<tr>
<td>Standard II: Student Learning Programs and Support Services</td>
</tr>
</tbody>
</table>
A. Instructional Programs
B. Library and Learning Support Services
C. Student Support Services

Standard III: Resources
A. Human Resources
B. Physical Resources
C. Technology Resources
D. Financial Resources

Standard IV: Leadership and Governance
A. Decision-Making Roles and Processes
B. Chief Executive Officer
C. Governing Board
D. Multi-College Districts or Systems

Quality Focus Essay
Changes and Plans Arising out of the Self-Evaluation Process

Appendices
Table of Contents
Appendix A: Deep Springs Academic Program
Appendix B: Demographics of Deep Springs College Student Body and Applicants
Appendix C: Organization of the Institution
Appendix D: Deep Springs College Handbook
Appendix E: Deep Springs College Student Services
Appendix F: Deep Springs College Resources
Appendix G: Trustees of Deep Springs College
Appendix H: Outcomes for Deep Springs College Alumni
Appendix I: Deep Springs College Publications
Appendix J: 2010 Self-Study Team Report
Introduction

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. (see section on The Status of Coeducation at Deep Springs College)

• All students attend for free – receiving a full scholarship, including room and board, equivalent to over $50,000. 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 over a mountain pass approximately forty-five minutes away. 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 to give students a high degree of responsibility and beneficial ownership with respect to their own education. Students (along with faculty) serve on and chair the college’s three standing committees, which (1) select the incoming classes, (2) hire and review the faculty and select courses, and (3) review their peers.
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 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 college’s operation (including academics 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 three standing committees: The Applications Committee solicits applications from prospective students and selects the final class to admit; the Curriculum Committee hires and evaluates faculty; and the Review Committee evaluates student performance. 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 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 sheep, pigs, chickens, the dairy, 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 operations run smoothly.
Demographics

Deep Springs College enrolls approximately 13 students in each class, for a total Student Body of 26. The application process 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. The subset who make it to the second round must write another two to three essays, supply a sample of their high-school work, submit teacher recommendations, 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 view book which is sent out to prospective applicants. Whenever possible, Deep Springs seeks to recruit international students and applicants from various geographic, religious, cultural, and ethnic backgrounds. Quantitative and qualitative data on both applicants and admitted classes are included in the section: Presentation of Student Achievement Data and Institution-Set Standards. After completing their two years at Deep Springs, students generally transfer to four-year colleges to finish their undergraduate degrees. The colleges to which students have recently transferred include Harvard, Yale, Brown, Columbia, the University of Chicago, Stanford, Swarthmore, and The University of California, Berkeley.

Response to Commendations and Recommendations from the 2010 Self Study and Team Visit

From the 2010 Team Visit, Commendations included:

- Deep Springs College’s mission statement that not only defines but drives the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning

- Deep Springs College’s fully developed Student Learning Outcomes for its academic courses including assessment and analysis

- The manner in which Deep Springs College allows students to take “beneficial ownership” of the institution by assuming leadership roles in the college’s decision-making processes.

Recommendations from the 2010 Team Visit included:

1. In order to improve institutional effectiveness, the team recommends that Deep Springs College integrate existing planning processes and make clear to the college community
the ways in which all planning processes are institutionalized

2. In order to improve institutional effectiveness, the team recommends that Deep Springs College expand and enhance its development and assessment of student learning outcomes, particularly to the two pillars of labor and self-governance.

In the context of Deep Springs College expanding and enhancing the development and assessment of student learning outcomes (SLO), specifically with regard to the pillars of labor and self-governance, the college has taken several steps:

First, Deep Springs College has continued work on integrating the development and assessment of SLOs with regard to the college’s academic program. The Goals of the Deep Springs Academic Program (GODSAP) is now the standard metric for measuring learning outcomes with respect to curricula. Instructors use GODSAP as a guide in developing curricula to meet standards and evaluate courses based on learning outcomes. Recommendations regarding improvements to courses and curricula are based on these evaluations as well. Additionally, the Academic Policy is reviewed annually through The Academic Policy Review Process (APRP), a process which involves both the Curriculum and Faculty Committees making recommendations for changes and improvements to the Academic Policy. These recommendations are taken to the President, and are subject to approval by the Trustees of Deep Springs College. The schedule for this review is now included in committee schedules. APRP is now fully integrated as the procedure for evaluating the effectiveness of the academic program with regard to learning outcomes.

In addition to this, Deep Springs College has developed Goals of the Deep Springs Labor Program (GODLSLAP), and has started work on integrating these goals into the evaluative process to measure learning outcomes with respect to existing parts of the labor program. The Director of Operations is overseeing formal procedures in which staff members use GODLSAP as the standard for developing and defining labor positions to ensure that they do the following: 1. Adhere to college’s mission, 2. Enhance and support learning outcomes, and 3. Include evaluation of the labor program to improve learning outcomes. Deep Springs College is using GODSAP as a template to integrate these standards. The college expects that within a few years, GODSLAP will be fully integrated into the labor program in the context of learning outcomes.

As part of its long-term strategic planning, Deep Springs College plans to complete a comprehensive review of the student self-governance pillar with the purpose of developing
standards for learning outcomes that can be fully integrated into the Deep Springs College program (see the Quality Focus Essay). These policies and standards will be fully scrutinized, thoughtfully implemented, and will be subject to regular self-evaluation to ensure their effectiveness, and to determine avenues of necessary improvement.

With regard to the first recommendation, Deep Springs College acknowledged the need for more formal processes and procedures in the context of integrating planning processes and making clear to the community the way in which these processes are institutionalized. Historically, with the exception of formalized administrative and committee work, most discussions regarding strategic planning and the evaluation of different aspects of the program have occurred on an informal basis. While this underscores the high degree of discourse at Deep Springs College, it also makes clear the need for the formalization of processes and maintenance of institutional memory of the college. To this end, Deep Springs College set out to review existing processes and policies and to produce more formal procedures. Criteria for these procedures included the following:

- Must adhere to the Mission Statement
- Must enhance or improve learning outcomes
- Must include all relevant college constituencies
- Must include some self-evaluative process
- Must be approved by the Trustees of Deep Springs College

Examples of these procedures include the use of GODSAP as a metric for measuring learning outcomes and the development of a standard for measuring learning outcomes with regard to the college’s labor program. The college is currently in the process of integrating these standards into the labor program to better evaluate and measure SLOs.

Other examples of more formally integrated procedures include the following:

Development and work on college infrastructure, such as the renovation of the college’s Boarding House. This process includes all constituencies (students, staff, faculty, and alumni), and the schedule for the process has been developed and disseminated to the community at large. Agendas for meetings have also been disseminated, and these meetings are open to
constituencies of the college. Notes are taken and disseminated to the community, and serve as a supplement to the more formal updates on the project, which are provided regularly.

The Applications Committee has worked in conjunction with the President and administration to review the applications process. This includes review of the application format and questions, outreach to underrepresented groups, dissemination of information on the college’s program (which serves to ensure that admitted students are a good match for the high demands of the Deep Springs College program), and discussion and deliberation among members of the committee and community in deciding which applicants to admit. Applications Committee has also worked to formalize community involvement in reading and discussing applications, setting a calendar for the process with clearly defined deadlines. The Applications Committee has also given presentations on reading applications well, avoiding potential biases, detecting qualities that exhibit potential with regard to the college’s program, etc. All of these efforts have worked in tandem to ensure a more organized, thorough, rigorous process, which contributes to both the beneficial ownership of students involved and a stronger pool of admitted students.

**Updates on Other Institutional Improvements**

Responding to previous recommendations, Deep Springs College has formalized more procedures, leading to notable improvements with regard to many aspects of the college’s program and operations. Included in the appendices to this self-study are synoptic reports with updates on key aspects of the college’s program as evidence, including the following items:

- Academic Program – use of GODSAP and APRP
- Library Report
- Farm and Ranch
- Communications / PR
- Diversity Committee / Diversity Recruitment
- Development and Fundraising
- Infrastructure Projects
- IT and Phone Infrastructure
Accreditation and Self-Study at Deep Springs

The self-study process is an excellent opportunity – 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 beneficial ownership within the college’s existing program including exercise of responsibility and authority in the college’s day-to-day operations. As a result, Deep Springs intentionally sacrifices some operational efficiency for pedagogical goals. For example, board discussions have concluded that upgrading to a more mechanized irrigation system would increase the farm efficiency and production, 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.

In this (and previous) self-studies Deep Springs College has affirmed the role of the administration, faculty, and staff as sources of guidance for students and acknowledged the need for accountability to external agencies. With guidance from ACCJC / WASC 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’s goal has been to instill this notion of service in its students and to cultivate in them skills and qualities including self-knowledge, responsibility, and a sense of agency and compassion. Notwithstanding recent changes in technology and higher education Deep Springs believes that its core mission and pedagogical approach are as important as ever. The accreditation and self-study processes have benefited the college by helping the college to clarify this mission and make it more accessible and transparent in the context of contemporary higher education.
PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

For the purpose of this report, data on student achievement at Deep Springs College has been broken down into several sections:

Applicant Demographics

Data on Applicants
   Data on Students Admitted

Academic Program

Curriculum
   Student Outcomes

Labor Program

   Student Outcomes

Qualitative Data on Alumni

Applicant Demographics

Quantitative data in this category addresses the background of applicants to reflect Deep Springs College’s continued efforts to expand its recruitment to diverse populations. This data includes student achievement (in the forms of SAT and ACT), parents’ level of education, race, type of school attended (private, public, etc.), and age. Profiles of admitted students give the same data sets and provide quantitative data reflecting the efforts of the school with regard to recruitment and diversity, particularly with regard to the specifics of the Deep Springs College Mission Statement.

Academic Program

Curriculum

Quantitative data on Deep Springs College curricula reflect the breadth of curricula and includes the number of courses offered, curricular diversity, the number of courses
offered outside of set disciplines, the number of independent and directed studies, and enrollment per course by discipline.

**Student Outcomes**

Quantitative data on Deep Springs College student outcomes includes class size and average GPA by graduating class, average course load, course completion rate, and the average number of credits earned per student.

The data in the categories of both Curriculum and Student Outcomes reflects the achievement of students within the structure of the academic program and policies.

**Labor Program**

**Student Outcomes**

Quantitative data in the context of labor includes the number of labor positions held, the time commitment for assigned and unassigned labor, the number of supervisors, and the number of formal evaluations received. All of this data is organized by graduating class of students and represents their labor over the course of two years. This labor data reflects student outcomes with respect to the structure of the Labor Program as guided by learning outcomes and the college’s mission statement.

**Qualitative Data**

Qualitative data in the context of both labor and academics includes information regarding alumni outcomes. This data includes colleges of transfer, feedback on the labor program from recent surveys (as outlined in the college’s mission), and a list of the awards received by recent alumni.
<table>
<thead>
<tr>
<th>Data Element</th>
<th>All Applicants Per Year</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Applicants</td>
<td>200</td>
<td>242</td>
<td>180</td>
<td>218</td>
<td>192</td>
</tr>
<tr>
<td>Age at Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 and Under</td>
<td>75%</td>
<td>78%</td>
<td>73%</td>
<td>80%</td>
<td>77%</td>
</tr>
<tr>
<td>Over 18</td>
<td>25%</td>
<td>22%</td>
<td>27%</td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0.75%</td>
</tr>
<tr>
<td>Data Element</td>
<td>Class of 2013</td>
<td>Class of 2014</td>
<td>Class of 2015</td>
<td>Class of 2016</td>
<td>Multi Year Average</td>
</tr>
<tr>
<td>------------------------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>61%</td>
<td>56%</td>
<td>78%</td>
<td>66%</td>
<td>65.3%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>2%</td>
<td>7%</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>11%</td>
<td>11%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Multi-Race (not Hispanic)</td>
<td>2%</td>
<td>7%</td>
<td>9%</td>
<td>5%</td>
<td>5.5%</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>56%</td>
<td>78%</td>
<td>61%</td>
<td>65.3%</td>
</tr>
</tbody>
</table>

Note: We are working towards 40% non-white applicant population.
<table>
<thead>
<tr>
<th>Parent Education Level</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's Degree</td>
<td>37.5%</td>
<td>35%</td>
<td>33%</td>
<td>38%</td>
<td>39%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>High School</td>
<td>12.3%</td>
<td>10%</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Data Element</th>
<th>All Applicants Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2013</td>
<td>2013 Class of Standard Data</td>
</tr>
<tr>
<td>Data Element</td>
<td>All Applicants Per Year</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td></td>
<td>Standard</td>
</tr>
<tr>
<td></td>
<td>Class of 2013</td>
</tr>
<tr>
<td></td>
<td>Class of 2014</td>
</tr>
<tr>
<td></td>
<td>Class of 2015</td>
</tr>
<tr>
<td></td>
<td>Class of 2016</td>
</tr>
<tr>
<td></td>
<td>Multi Year Average</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>40%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>35%</td>
</tr>
<tr>
<td>High School</td>
<td>33%</td>
</tr>
<tr>
<td>Parent 2</td>
<td>37%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>37.8%</td>
</tr>
<tr>
<td>Home School</td>
<td>Type of High School</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>Private</td>
</tr>
<tr>
<td>Variable</td>
<td>50%</td>
</tr>
<tr>
<td>1%</td>
<td>45%</td>
</tr>
<tr>
<td>1%</td>
<td>42%</td>
</tr>
<tr>
<td>3%</td>
<td>41%</td>
</tr>
<tr>
<td>2%</td>
<td>43%</td>
</tr>
<tr>
<td>1.8%</td>
<td>42.8%</td>
</tr>
<tr>
<td>2%</td>
<td>45%</td>
</tr>
<tr>
<td>1%</td>
<td>42%</td>
</tr>
<tr>
<td>3%</td>
<td>41%</td>
</tr>
<tr>
<td>2%</td>
<td>43%</td>
</tr>
<tr>
<td>1.8%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Transfer Applicants</td>
<td>Average ACT Score</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Variable</td>
<td>30</td>
</tr>
<tr>
<td>18.6%</td>
<td>30.7</td>
</tr>
<tr>
<td>12%</td>
<td>30.9</td>
</tr>
<tr>
<td>22%</td>
<td>31.2</td>
</tr>
<tr>
<td>16.6%</td>
<td>30.9</td>
</tr>
<tr>
<td>17.3%</td>
<td>30.9</td>
</tr>
<tr>
<td>Data Element</td>
<td>Admitted Students Per Year</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Total Number of Attending Students</td>
<td>13</td>
</tr>
<tr>
<td>Age at Application</td>
<td></td>
</tr>
<tr>
<td>18 and Under</td>
<td>75%</td>
</tr>
<tr>
<td>18 and Under</td>
<td>25%</td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>15</td>
</tr>
<tr>
<td>Class of 2016</td>
<td>15</td>
</tr>
<tr>
<td>Class of 2015</td>
<td>15</td>
</tr>
<tr>
<td>Standard</td>
<td>13</td>
</tr>
</tbody>
</table>

**Table:** Admitted Students — Admitted Students Demographics
<table>
<thead>
<tr>
<th>Data Element</th>
<th>Admitted Students Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Race (not Hispanic/Latino)</td>
<td></td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td></td>
</tr>
<tr>
<td>Black / African American</td>
<td></td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Standard</th>
<th>Class of 2015</th>
<th>Class of 2016</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Race (not Hispanic/Latino)</td>
<td>Variable, working towards 40% non-white applicant population.</td>
<td>7%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Hispanic / Latino</td>
<td>Variable, working towards 40% non-white applicant population.</td>
<td>7%</td>
<td>0%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Black / African American</td>
<td>Variable, working towards 40% non-white applicant population.</td>
<td>0%</td>
<td>7%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>Variable, working towards 40% non-white applicant population.</td>
<td>27%</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>Variable, working towards 40% non-white applicant population.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Data Element</td>
<td>Admitted Students Per Year</td>
<td>Standard Class of 2015</td>
<td>Class of 2016</td>
<td>Multi Year Average</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>-----------------------</td>
<td>--------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Parent's Degree</td>
<td>Bachelor's Degree</td>
<td>% 31%</td>
<td>% 33%</td>
<td>% 29%</td>
</tr>
<tr>
<td></td>
<td>Associate's Degree</td>
<td>% 0%</td>
<td>% 0%</td>
<td>% 0%</td>
</tr>
<tr>
<td></td>
<td>High School</td>
<td>% 25%</td>
<td>% 7%</td>
<td>% 43%</td>
</tr>
<tr>
<td>Parent Education Level</td>
<td>Parent 1</td>
<td>% 20%</td>
<td>% 43%</td>
<td>% 7%</td>
</tr>
<tr>
<td></td>
<td>Parent 2</td>
<td>% 0%</td>
<td>% 0%</td>
<td>% 0%</td>
</tr>
<tr>
<td></td>
<td>Parent 3</td>
<td>% 40%</td>
<td>% 29%</td>
<td>% 33%</td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>Class of 2016</td>
<td>Standard Students Per Year Data Element</td>
<td>Class of 2015</td>
<td>Standard</td>
</tr>
<tr>
<td>Data Element</td>
<td>Graduate Degree</td>
<td>Parent 2</td>
<td>Class of 2015</td>
<td>Class of 2016</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>---------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>40%</td>
<td></td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>Associate's Degree</td>
<td>42%</td>
<td>8%</td>
<td>17%</td>
<td>0%</td>
</tr>
<tr>
<td>High School</td>
<td>40%</td>
<td>20%</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>34.5%</td>
<td>4%</td>
<td>15%</td>
<td>13%</td>
</tr>
<tr>
<td>Admitted Students Per Year</td>
<td>40%</td>
<td></td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>Data Element Admitted Students Per Year</td>
<td>Type of High School</td>
<td>Graduate Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------</td>
<td>-----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2015</td>
<td>Public</td>
<td>40%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class of 2016</td>
<td>Private</td>
<td>45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>Home School</td>
<td>34%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variable</td>
<td>50%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>55%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>65.5%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>66%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>60.5%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>39%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td>33%</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Graduate Degree**
  - Class of 2015: 40%
  - Class of 2016: 34%
  - Multi Year Average: 47%

- **Type of High School**
  - Public: 50%
  - Private: 55%
  - Home School: Variable

- **Data Element**
  - Standard
  - Class of 2015
  - Multi Year Average
<table>
<thead>
<tr>
<th>Number of Transfer Applicants Per Year</th>
<th>Transfer Applicants</th>
<th>Average ACT Score</th>
<th>Average SAT Score</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td></td>
<td>30</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td>34</td>
<td>1974</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td>34</td>
<td>2097</td>
<td></td>
</tr>
<tr>
<td>30%</td>
<td></td>
<td>34</td>
<td>2036</td>
<td></td>
</tr>
<tr>
<td>Data Element</td>
<td>Per Academic Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 - 2012</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012 - 2013</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Academic Program**

**Curriculum**

**Disaggregate Student Achievement Data**

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**
The Deep Springs College Academic Program is structured with faculty and courses that reflect the college's commitment to providing a comprehensive humanities curriculum.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
<th>Term 5</th>
<th>Term 6</th>
<th>Term 7</th>
<th>Term 8</th>
<th>Term 9</th>
<th>Term 10</th>
<th>Term 11</th>
<th>Term 12</th>
<th>Term 13</th>
<th>Term 14</th>
<th>Term 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Courses offered each year, broken down by fourteen week semesters:**
- **Fall Semester / Terms 2 - 3:**
- **Summer Seminar / Term 1:**
- **Multi Year Average:**

**Credits:**
Courses offered generally range from four to six credits.
<table>
<thead>
<tr>
<th>Multi Year Average</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester / Term 4 – 5:</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Summer Term / Term 6:</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Courses offered are generally for two credits.

Courses offered are generally four to six credits.
### Curriculum Diversity

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Humanities</th>
<th>Social and Behavioral Science</th>
<th>Math and Science</th>
<th>Curricular Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>6.8</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6.8</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2010-2015</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**
The Deep Springs College Academic Program strives to fulfill the college’s mission of providing an education with curricular distribution among the Humanities, the Social and Behavioral Sci., Math and Science, and Arts. The college further fulfills this mission through the required Public Speaking course and a composition requirement.

---

**Per Academic Year Data Element - Multi Year Average**
<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Courses Outside Disciplines</th>
<th>Independent and Directed Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2013-2014</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2014-2015</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

- Courses outside Disciplines
  - Designed to provide students with an educational experience that extends beyond the traditional scope of academic disciplines.
  - Offered to enhance the student's understanding and appreciation of the world around them.

- Independent and Directed Studies
  - Encouraged to foster a sense of self-directed learning and research.
  - Aimed at providing opportunities for in-depth exploration of specific interests.

**Culinary Arts**

- Number of courses offered per year:
  - Culinary Arts (Horsemanship)
  - Courses outside Disciplines

**Definitions of Academic Years**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td></td>
</tr>
<tr>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td></td>
</tr>
<tr>
<td>2014-2015</td>
<td></td>
</tr>
<tr>
<td>2015-2016</td>
<td></td>
</tr>
</tbody>
</table>

**Per Academic Year - 2012-2013**

- Multi-Year Average: 4.4

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

- Based on the unique location of the college, the mission of providing a challenging and comprehensive educational program.
- Designed to build on the strengths of the college's mission of providing a challenging and comprehensive educational program.
- Encouraged to ensure that students have the opportunity to explore a wide range of academic and extracurricular activities.

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

- Courses outside Disciplines
  - Designed to provide students with an educational experience that extends beyond the traditional scope of academic disciplines.
  - Offered to enhance the student's understanding and appreciation of the world around them.

- Independent and Directed Studies
  - Encouraged to foster a sense of self-directed learning and research.
  - Aimed at providing opportunities for in-depth exploration of specific interests.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>20.2</td>
<td>20.2</td>
<td>20.2</td>
<td>20.2</td>
<td>20.2</td>
<td>20.2</td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>7.6</td>
<td>7.6</td>
<td>7.6</td>
<td>7.6</td>
<td>7.6</td>
<td>7.6</td>
<td></td>
</tr>
<tr>
<td>Math and Science</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
<td>6.1</td>
<td></td>
</tr>
<tr>
<td>Public Speaking (Required course)</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
<td>10.5</td>
<td></td>
</tr>
<tr>
<td>Enrollmen is determined by students with guidance from the Dean and Curriculum Committee.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With guidance from the Dean, faculty, and Curriculum Committee, students select courses based on curricular diversity as well as the interests of the Deep Springs College Student Body. Enrollmen per discipline average number of students per course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of the Standard with regard to the Deep Springs College Mission Statement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrollment per academic year - 2010-11</td>
<td>2010-11</td>
<td>2010-11</td>
<td>2010-11</td>
<td>2010-11</td>
<td>2010-11</td>
<td>Multi Year Average</td>
<td>Standard</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math and Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math and Science</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>11</td>
<td>12</td>
<td>8</td>
<td>12</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>2.4</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

Independent and Directed Studies per discipline are offered as part of the comprehensive Deep Springs College Program. Based on the unique location of the college, the mission of providing a challenging and comprehensive educational program, and the availability of staff expertise, courses outside of set disciplines are regularly offered as part of the comprehensive Deep Springs College Program.

**Courses Outside Disciplines**

Based on the unique location of the college, the mission of providing a challenging and comprehensive educational program, and the availability of staff expertise, courses outside of set disciplines are regularly offered as part of the comprehensive Deep Springs College Program.
### Student Outcomes

<table>
<thead>
<tr>
<th>Standard</th>
<th>Definition of the Standard with regard to the Deep Springs College Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class of 2010</td>
<td>Deep Springs College offers a comprehensive, challenging academic program for the most promising students. The college recognizes the quality and GPA of admitted students and sets standards of achievement accordingly.</td>
</tr>
<tr>
<td>Class of 2011</td>
<td>No standard has been set. The college recognizes the quality and GPA of admitted students but sets no standard.</td>
</tr>
<tr>
<td>Class of 2012</td>
<td>The college recognizes the quality and GPA of admitted students but sets no standard.</td>
</tr>
<tr>
<td>Class of 2013</td>
<td>The college recognizes the quality and GPA of admitted students but sets no standard.</td>
</tr>
<tr>
<td>Class of 2014</td>
<td>The college recognizes the quality and GPA of admitted students but sets no standard.</td>
</tr>
</tbody>
</table>

#### Multi-Year Average

<table>
<thead>
<tr>
<th>Multi-Year Average</th>
<th>Data Element: Per class, including only students completing two-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>N/A</td>
</tr>
</tbody>
</table>

#### Size of Class Attending

<table>
<thead>
<tr>
<th></th>
<th>3.5 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3.5 8</td>
</tr>
<tr>
<td></td>
<td>3.6 6</td>
</tr>
<tr>
<td></td>
<td>3.6 9</td>
</tr>
<tr>
<td></td>
<td>3.6 9</td>
</tr>
<tr>
<td></td>
<td>3.6 6</td>
</tr>
</tbody>
</table>

#### Number of Students withdrawing from two-year program

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

#### GPA

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5 6</td>
<td>3.5 8</td>
<td>3.6 6</td>
<td>3.6 9</td>
<td>3.6 9</td>
</tr>
</tbody>
</table>

#### Size of Class Attending

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.8</td>
<td>14</td>
<td>14</td>
<td>13</td>
</tr>
</tbody>
</table>

#### Students Completing Two-Year Program

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Data Element: Per class, including only students completing two-year program</td>
<td></td>
</tr>
</tbody>
</table>

**STUDENT OUTCOMES**
<table>
<thead>
<tr>
<th>Year</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses</td>
<td>15.9</td>
<td>17.04</td>
<td>16.6</td>
<td>17.63</td>
<td>17.06</td>
</tr>
<tr>
<td>Credits</td>
<td>55</td>
<td>58.8</td>
<td>54.15</td>
<td>59.9</td>
<td>57.35</td>
</tr>
</tbody>
</table>

**Course Load (Credits):**

- **Multi-Year Average:**
  - Class of 2010: 15.9
  - Class of 2011: 17.04
  - Class of 2012: 16.6
  - Class of 2013: 17.63
  - Class of 2014: 17.06

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

In addition to the required courses of Summer Seminar and Public Speaking, Deep Springs College recommends that students take approximately twelve additional courses over a two-year period to meet the expectations of the comprehensive program.

**Student Average Number of Credits Earned Per Year:**

- Class of 2010: 55
- Class of 2011: 58.8
- Class of 2012: 54.15
- Class of 2013: 59.9
- Class of 2014: 57.35

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

In concert with the college's associate of arts requirements, completion of sixty credits has been set as the standard over the course of two years. In addition to the required courses of Summer Seminar and Public Speaking, Deep Springs College recommends that students take approximately twelve additional courses over a two-year period to meet the expectations of the comprehensive program.
<table>
<thead>
<tr>
<th>Note: Data sets below are for all students, Per Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Completion</td>
</tr>
<tr>
<td>Definition of the Standard with regard to the Deep Springs College Mission Statement: Commitment to academics is an essential part of the Deep Springs College academic program. To better pursue this end, guidance and advising is provided by the Dean, faculty members, and Curriculum Committee.</td>
</tr>
<tr>
<td>95%</td>
</tr>
</tbody>
</table>
## Student Outcomes

### Data Element - Per graduating class of students over two years

<table>
<thead>
<tr>
<th></th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi Year Average</td>
<td>23.4</td>
<td>22</td>
<td>23</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>Assigned Labor Time Commitment</td>
<td>7.6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Hours Spent per Week in Assigned Labor</td>
<td>20</td>
<td>22</td>
<td>28</td>
<td>23</td>
<td>22</td>
</tr>
<tr>
<td>Defined Labor Position</td>
<td>7.6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Defined Labor Position Held Per Student</td>
<td>2010</td>
<td>2011</td>
<td>2012</td>
<td>2013</td>
<td>2014</td>
</tr>
<tr>
<td>Lab Position Requisite Work Required</td>
<td>7.6</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**
Labor is one of the three pillars of the Deep Springs College educational program, complementing Academics and Self-Governance. Labor is organized by a student-elected Labor Commissioner, and are rotated on a regular basis.
### General Labor Time Commitment

<table>
<thead>
<tr>
<th>Year</th>
<th>Class of 2010</th>
<th>Class of 2011</th>
<th>Class of 2012</th>
<th>Class of 2013</th>
<th>Class of 2014</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
<td>28</td>
<td>12</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.6</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>22</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.4</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

**Definition of the Standard with regard to the Deep Springs College Mission Statement:**

- Work on the college's ranch and farm as well as maintenance and ownership of the college.
- Assisted labor position.
- Hours spent per term in labor outside of assigned labor position.
- General labor time commitment.

**Note:** Each student is given 36 hours of labor per term in addition to assigned positions. This additional labor includes student-organized labor parties and preparations for events such as graduation, Thanksgiving, and trustee meetings. Work on the ranch and farm and maintenance and ownership of the college during a student's time here often requires labor in addition to assigned positions. This additional labor includes work on the ranch and farm and maintenance and ownership of the college during a student's time here. Staff supervisors provide feedback to evaluate individual student performance in designated labor positions.
### Definition of the Standard with Regard to the Deep Springs College Mission Statement:

#### College Transfer Rate

- Average number of credits transferred per student per year
- Number of students transferring to other schools to complete their B.A.

<table>
<thead>
<tr>
<th>Class of</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Transferred / 12.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Transferred / 12.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Credits Transferred

- Average number of credits transferred per student per year
- Number of students transferring to other schools to complete their B.A.

<table>
<thead>
<tr>
<th>Class of</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Transferred / credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>Multi Year Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits Transferred / credit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi Year Average</td>
<td>2014 of Class</td>
<td>2013 of Class</td>
<td>2012 of Class</td>
<td>2011 of Class</td>
<td>2010 of Class</td>
<td>Standard</td>
</tr>
</tbody>
</table>
Institution of Transfer (Schools to which Deep Springs Students Transferred 2011-2016)

**DS 15**

- Columbia
- Cornell

**DS 14 (5)**

- Brown
- Harvard
- Wesleyan
- Reed

**DS 13 (11)**

- McGill (2)
- U Minnesota
- Harvard
- Yale (2)
- Brown (2)
- U Chicago
- Stanford
- UC Santa
- UC Berkeley
- U Wisconsin

**DS 12 (12)**

- St. Johns College
- Brown
- Swarthmore (2)
- University of Missouri
- Yale (2)
- U Michigan
- Harvard
- Wesleyan
- Reed
- Harvard
- Brown

**DS 11 (10)**

- UBC
- U Minnesota
- St. Andrews (DA)
- Yale (3)
Dylan Kenney DS'08 has been named a 2014 Rhodes Scholar.

Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.

Julian Steward Prize to Erik Mueggler DS’80 for his 2011 book The Paper Road: Archive and Experience in the Borderland. The Anthropology and Environment Society – a section of the American Anthropological Association – has awarded the

Zach Miller DS’96 has been awarded the 2015 Pulitzer Prize in Journalism for Explanatory Reporting.

Nate Sibinga DS’07 has been awarded a Fulbright Scholarship for the coming 2015-2016 academic year.

Peter Rock DS’86 has received a 2014 Guggenheim Fellowship for Creative Arts – Fiction.

Dylan Kenney DS’08 has received a Paul Mellon Scholarship to attend Clare College, Cambridge, where he will pursue a Master of Fine Arts in British art and architectural history at Clare College.

List of Alumni Awards

• Dylan Kenney DS’08 has received a Paul Mellon Scholarship to attend Clare College, Cambridge, where he will pursue a Master of Fine Arts in British art and architectural history at Clare College.

• Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.

• Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.

• Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.

• Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.

• Tim Melchior DS’09 has been named a 2014 Rhodes Scholar.
Journalist Philip Kennicott ’83 has been awarded the 2013 Pulitzer Prize for criticism.

Distinguished Professor Emeritus Darwin Berge ’60, of the University of California, San Diego, Division of Biological Sciences will be honored on April 14 with the 2016 UC Chancellor’s Associates Faculty Excellence Award.

Rhys Dubin ’11, qualified as a 2015 Harry S. Truman Scholarship Finalist.
Organization of the Self Evaluation Process

The Team

The team for the self-study process included President David Neidorf, Self-Study Chair Justin Kim (former Dean and visiting faculty member), Dean Amity Wilczek, and Student Contributors Jango McCormick, Elliot Setzer, and Jack Spira. As a recurring visiting faculty member who had worked on the previous Self-Study Report, Kim was recruited to spearhead both the 2013 Midterm Report and this Self-Study Report. President David Neidorf and Dean Amity Wilczek, who had attended recent WASC/ACCJC workshops in San Bernadino and San Diego, gave regular updates and worked collaboratively with Kim on the project. Kim gathered a team of students to collaborate in gathering data for the report; student contributors included Jango McCormick, Elliot Setzer, and Jack Spira. President David Neidorf, Dean Amity Wilczek, and Director of Operations Padraic MacLeish provided a great deal of support in terms of supplying data, formal reports, and other updates on the current operation of the college. Additional information was provided as necessary by administrators and staff with the relevant data in their respective areas of expertise.

The Process

Based on recommendations from previous Self Studies, Deep Springs College has worked to integrate policies that helped ensure accountability and the maintenance of formal processes. Integration of these has given Deep Springs College a broader understanding of the Self-Study process, and has deepened the college’s understanding of how this process can be used to maintain and improve the college programs overall. Reaffirming the college’s commitment to rigor and accountability through the use of standards and 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 about fulfilling the the mission and goals of the college based on accumulated experience and insight.
**Self-Study Timeline**

Fall 2013  
The Deep Springs College Midterm Report is drafted by Justin Kim and Laura Marcus (Assistant to the President) and is submitted to ACCJC/WASC.

2015  
President David Neidorf and Dean Amith Wilczek attend ACCJC/WASC conferences in San Bernadino and San Diego, CA.

Fall 2016  
The Self-Study Team prepares for Self-Study. Students are assigned to collaborate, and requests for updates are sent to relevant administrators and staff. The Self-Study Team reviews all substantive changes to the Self-Study guidelines and creates an organizational timeline for the creation of the report. Team members in attendance at this time include President David Neidorf, Dean Amity Wilczek, Self-Study Chair Justin Kim, and Collaborating Students Jango McCormick, Elliot Setzer, and Jack Spira.

In September of 2016, the team begins the data collection process.

In October of 2016, updates and reports are submitted to the Trustees of Deep Springs College during the bi-annual Trustee Meeting. Updates on the Library, IT Systems, Farm and Ranch, Infrastructure Projects, Development, and Academic SLOs are submitted with input from administrators, staff, and consultants from outside the college.

In November 2016, the First Draft of the Self-Study is completed. The Self-Study Team meets to review and discuss revisions to this document. In attendance is President David Neidorf, Dean Amity Wilczek, Director of Operations Padraic Macleish, Self-Study Chair Justin Kim, and Collaborating Students Jango McCormick and Elliot Setzer. The Trustees of Deep Springs College is informed of the status of the Self-Study Report. Feedback is solicited from all relevant constituencies, and implemented in coming drafts of the report.
Winter 2017  In January 2017, the Final Draft of the Deep Springs College Self-Study Report is submitted to ACCJC/WASC.

Spring 2017  In March of 2017, WASC/ACCJC conducts its team visit.
Organizational Information

Administration

President
David Neidorf
dneidorf@deepsprings.edu
760-872-2000, ext. 45

Academic Dean
Amity Wilczek
awilczek@deepsprings.edu
760-872-2000, ext. 76

Director of Operations
Padraic Macleish
padraicm@deepsprings.edu
760-872-2000, ext. 27

Faculty

Herbert Reich Chair of Natural Sciences
Michele Lanan
lanan@deepsprings.edu
760-872-2000, ext. 63

Robert Aird Chair of Humanities
David McNeill
dmcneill@deepsprings.edu
760-872-2000, ext. 83

Julian Steward Chair of Social Sciences
Jennifer Smith
jksmith@deepsprings.edu
760-872-2000, ext. 77

Staff

Office Manager
Niki Frishman
nikif@deepsprings.edu
760-872-2000, ext. 61

Farm & Maintenance
Noah Beyler
ndbeyeler@deepsprings.edu
760-872-2000, ext. 15

BH Manager & Chef
Martha Clark
mclark@deepsprings.edu
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development Officer</td>
<td>Kerrie Coborn</td>
<td><a href="mailto:klcoborn@deepsprings.edu">klcoborn@deepsprings.edu</a></td>
<td>760-872-2000, ext. 25</td>
</tr>
<tr>
<td>Ranch Manager</td>
<td>Tim Gipson</td>
<td><a href="mailto:tgpison@deepsprings.edu">tgpison@deepsprings.edu</a></td>
<td>760-872-2000, ext. 87</td>
</tr>
<tr>
<td>Garden Manager</td>
<td>Shelby Macleish</td>
<td><a href="mailto:shelbym@deepsprings.edu">shelbym@deepsprings.edu</a></td>
<td>760-872-2000, ext. 55</td>
</tr>
<tr>
<td>Farm Manager</td>
<td>Ben Munger</td>
<td><a href="mailto:ben_munger@deepsprings.edu">ben_munger@deepsprings.edu</a></td>
<td>760-872-2000, ext. 56</td>
</tr>
<tr>
<td>Development Director</td>
<td>David Welle</td>
<td><a href="mailto:dwelle@deepsprings.edu">dwelle@deepsprings.edu</a></td>
<td>760-920-6432</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Body President</td>
<td>Kieran Driskell</td>
<td><a href="mailto:kkudva@deepsprings.edu">kkudva@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Labor Commissioner</td>
<td>Jesus Munoz</td>
<td><a href="mailto:jesusenriquelemunozds@deepsprings.edu">jesusenriquelemunozds@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Applications Committee Chair</td>
<td>Martin Dolsky</td>
<td><a href="mailto:apcom@deepsprings.edu">apcom@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Curriculum Committee Chair</td>
<td>Elliot Setzer</td>
<td><a href="mailto:curcom@deepsprings.edu">curcom@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Review &amp; Re-Invitations Chair</td>
<td>Caleb Stevens</td>
<td><a href="mailto:rcom@deepsprings.edu">rcom@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Communications Committee Chair</td>
<td>Timothy Olsen</td>
<td><a href="mailto:comcom@deepsprings.edu">comcom@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Student Trustee (Budget &amp; Operations)</td>
<td>Elliot Setzer</td>
<td><a href="mailto:esetzer@deepsprings.edu">esetzer@deepsprings.edu</a></td>
<td></td>
</tr>
<tr>
<td>Student Trustee (Academic)</td>
<td>Jango McCormick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Name</td>
<td>Email</td>
<td>Phone</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------</td>
<td>---------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Chair of the Board of Trustees</td>
<td>Dave Hitz</td>
<td><a href="mailto:dave.hitz@netapp.com">dave.hitz@netapp.com</a></td>
<td>(650) 822-6204</td>
</tr>
<tr>
<td>Safety Committee Chair</td>
<td>Sally Carlson</td>
<td><a href="mailto:sally@carlsonbeck.com">sally@carlsonbeck.com</a></td>
<td>(415) 389-5050</td>
</tr>
<tr>
<td>Academic Affairs Chair</td>
<td>Frank H. Wu</td>
<td><a href="mailto:frankhwu@mac.com">frankhwu@mac.com</a></td>
<td>(202) 487-5775</td>
</tr>
<tr>
<td>Budget &amp; Operations Chair, CFO</td>
<td>David Welle</td>
<td><a href="mailto:dwelle@deepsprings.edu">dwelle@deepsprings.edu</a></td>
<td>(760) 920-6432</td>
</tr>
<tr>
<td>Audit Chair</td>
<td>Eric Swanson</td>
<td><a href="mailto:evswanson@gmail.com">evswanson@gmail.com</a></td>
<td>(571) 228-9453</td>
</tr>
<tr>
<td>TDS Secretary</td>
<td>Michael Kearney</td>
<td><a href="mailto:ma.kearney@verizon.net">ma.kearney@verizon.net</a></td>
<td>(978) 501-4351</td>
</tr>
<tr>
<td>Academic Affairs Trustees</td>
<td>Marina Hsieh</td>
<td><a href="mailto:mhsieh@scu.edu">mhsieh@scu.edu</a></td>
<td>(240) 354-3793</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tom Hudnut</td>
<td><a href="mailto:tom@tomhudnut.com">tom@tomhudnut.com</a></td>
<td>(818) 512-3811</td>
</tr>
<tr>
<td></td>
<td>F. Ross Peterson</td>
<td><a href="mailto:ross.peterson@usu.edu">ross.peterson@usu.edu</a></td>
<td>(435) 770-9213</td>
</tr>
<tr>
<td></td>
<td>Katie Peterson</td>
<td><a href="mailto:katie.a.peterson@gmail.com">katie.a.peterson@gmail.com</a></td>
<td>(617) 233-1860</td>
</tr>
</tbody>
</table>
Budget & Operations 
Trustee

Jacob Giessman

giessmanj@gmail.com
(207) 712-8510
Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as a post-secondary 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.

(DSC is licensed by CA Board of Education -- check w/ David N to see if this is true or even necessary)

Documentation

- Degree-granting approval statement, authorization to operate, or certificates from appropriate bodies
- Articles of incorporation (private institutions)

Deep Springs College Articles of Incorporation
License from CA Board of Ed

2. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The Deep Springs College Academic Program has all the necessary components for students to receive an Associate of Arts Degree. The requirements to obtain this degree are outlined in the college’s Academic Policy, and the schedule of classes is included in the Academic Catalog. Enrollment history and data are both included in the Disaggregate Student Achievement Data.

Documentation

- Enrollment history of institution (most recent three years suggested)
- Enrollments in institutional degree programs by year or cohort, including degrees awarded
- Current schedule of classes

Deep Springs College Academic Catalog
General Information
3. 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. At least one degree program must be of two academic years in length.

The Deep Springs College Academic Program is commensurate with the Associate of Arts Degree requirements, and all students of the college are enrolled in the Academic Program. The Academic Program at Deep Springs College is two academic years in length.

Documentation

- List of degrees, course credit requirements, and length of study for each degree program
- General education courses and requirements for each degree offered
- Catalog designation of college level courses for which degree credit is granted
- Data describing student enrollment in each degree program and student enrollment in the institution’s non-degree programs

Deep Springs College Handbook
   Appendix B: Academic Committees and Policy
Deep Springs College Academic Catalog
   General Information
   Academic Policy
   Disaggregate Student Achievement Data

4. Chief Executive Officer

The institution has a chief executive officer appointed 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 executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The CEO/President of Deep Springs College is appointed by the Trustees of Deep Springs College. The President administers board policies and is responsible to Deep Springs College on a full-time basis. The responsibilities and authorities of the CEO/President are enumerated and outlined in the President’s job description.

Documentation
• Name, address, and biographical information about the chief executive officer
• Certification of CEO’s full-time responsibility to the institution signed by chief executive officer and governing board

Job Description – President
President CV
(Certification of President’s responsibilities signed by President and TDS - need to get this)

5. 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. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Additional financial accountability for eligibility applicants: 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. 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 now show an annual or cumulative Operating deficit at any time during the eligibility process.

Deep Springs College submits financial records for annual audits by external agencies.

Documentation

• Past, current, and proposed budgets
• Certified independent audits, including management letters
• Financial aid program review/audits if the institution is a participant
• Student loan default rates and relevant USDE reports if the institution is a participant

Deep Springs College Annual Reports
Trustees of Deep Springs College Reports
   Budget and Operations Committee
   Fundraising Committee
   Investment Committee

Audits
Certification of Continued Institutional Compliance with Commission Policies

Policy on Rights and Responsibilities of the Commission and Member Institutions

To the best of its knowledge, the information provided to ACCJC / WASC by Deep Springs College accurately represents the college’s policies, programs, organization, and operation. As part of the ongoing evaluative process, Deep Springs College works to maintain transparency and accessibility with regards to the Accrediting Commission.

Policy on Institutional Degrees and Credits

Deep Springs College Policy on Institutional Degrees and Credits can be found in the Deep Springs College Handbook – Appendix B: Academic Committees and Policy

5 Course Credits

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, requires about nine to ten hours of outside reading or study in a typical week, and counts for two credits per term or four credits per semester.

More information on Course Credits can be found in Appendix D: Deep Springs College Handbook.

Policy on Transfer of Credit

Deep Springs College Policy on Transfer of Credit can be found in the Deep Springs College Handbook – Appendix B: Academic Committees and Policy

5 Course Credits

A student’s academic transcript will record the courses he has taken, the grades he has received, and the number of credits he has earned while at Deep Springs. The Dean is responsible for ensuring that the Deep Springs credit system and academic
transcripts are fully understood by the appropriate officials at institutions to which Deep Springs students seek transfer.

**Policy on Representation of Accredited Status**

Deep Springs College Accredited Status is listed on the college’s website as follows:

Deep Springs was first accredited as a college in 1957 and is currently fully accredited as a degree granting two-year institution by the ACCJC of the Western Association of Schools and Colleges. After completing the two-year program at Deep Springs, our students typically transfer to a four-year university or college to complete their undergraduate education.

A link to the ACCJC / WASC Directory of Accredited Institutions follows:

http://www.accjc.org/directory-of-accredited-institutions

**Policy on Student and Public Complaints against Institutions**

The Deep Springs College Policies on Grievances and Complaints are included in the following sections of the Deep Springs College Handbook:

- General Information: Disputes with regard to Interpersonal Relations or Employment
- Appendix B – Academic Committees and Policy
- Academic Appeals Committee

**Policy on Institution Advertising, Student Recruitment, and Representation of Accredited Status**

Most information about Deep Springs College is included on the college’s website: www.deepsprings.edu and includes the following information:

Founded in 1917, Deep Springs College is a unique institution of higher learning. The educational program is built upon three pillars: academics, self-government, and manual labor. The school is located 40 miles from Bishop, California on an isolated cattle ranch in Deep Springs Valley.

Between 12 and 15 students are admitted each year. A scholarship covers the costs of tuition, room, and board for every student offered admission. In exchange, Deep Springs students are expected to dedicate themselves to lives of service to humanity. Alumni have gone on to exemplify this ideal in a wide variety of fields, including politics, science, journalism, academics, agriculture, medicine, law, business and design.
At this time, the Deep Springs Student Body is all-male. Applications from female students cannot be accepted. The college is pursuing a policy of no gender restrictions for admissions, but we must await outcome of litigation determining whether or not the college will be allowed to admit female students in the future.

The college sends out brochures annual to prospective students. Updated information and demographics are provided for college guide publications and solicitations for press coverage are processed by the college’s Communications Committee.

**Policy on Contractual Relationships with Non-Regionally Accredited Organizations**

N/A (Deep Springs does not have contractual relationships with non-regionally accredited organizations)

**Policy on Institutional Compliance with Title IV**

N/A (Deep Springs College does not accept federal funding).
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
Western Association of Schools and Colleges Accreditation Standards

Introduction

The primary purpose of an ACCJC–accredited institution is to foster student learning and student achievement. An effective institution ensures that its resources, programs, and services, whenever, wherever, and however delivered, support student learning and achievement. The effective institution ensures academic quality and continuous improvement through ongoing assessment of learning and achievement and pursues institutional excellence and improvement through ongoing, integrated planning and evaluation.

There are four Standards that work together to define and promote student success, academic quality, institutional integrity, and excellence. The mission provides a framework for all institutional goals and activities. The institution provides the means for students to learn and achieve their goals, assesses how well learning is occurring, and strives to improve learning and achievement through ongoing, systematic, and integrated evaluation and planning (Standard I). Student learning programs and support services make possible the academic quality that supports student success (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV). Integrating the elements of the Standards gives institutions the means to develop a comprehensive assessment of academic quality, institutional integrity and effectiveness, and a path to continuous improvement.

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)
Evidence: The Deep Springs College Mission Statement maintains the same essential values that the college was founded on in 1917. The Mission Statement emphasizes the college’s overarching and unique goal “to prepare young people for a life of service to humanity” through the three pillars of academics, labor, and student self-governance. It communicates that the rigor and practicality of the three pillars provide a foundation for student learning and achievement at the college. The Mission Statement also clearly specifies that Deep Springs College does not charge tuition, is constituted by a small but motivated student population, is located on a cattle ranch in a geographically isolated desert-valley, and provides all necessary curricular components for students to receive an Associative Arts degree.

Analysis: While the fundamental tenets of the Mission Statement have remained unchanged since the college’s founding, both the Student Body and Trustees of Deep Springs College regularly review the document and update it to reflect changes in the student population and in higher education as a whole. Recent changes in the language of the Mission Statement include a shift from terminology of “men” to “people,” as well as the inclusion of the degree the college confers.

- Deep Springs College Mission Statement
  - Appendix: C
- Meeting Notes on Review of Mission Statement
  - Appendix: C

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence: Deep Springs College collects and reports a variety of data that reflect the institution’s effectiveness in meeting the goals of the Mission Statement. This data is used to assess how the mission is guiding the programs and policies of Deep Springs College to meet the needs of its students. The institution collects and provides data that include A) SLOs that focus on the academic and labor programs, B) Student Body discussions about various aspects of the program such as isolation, self-governance or labor, and C) Regular reports to the Trustees of Deep Springs College composed by various community members on all aspects of the program.

Analysis: All aspects of Deep Springs College are evaluated with careful attention to the goals and tenets put forward by the Deep Springs College Mission Statement. The Mission Statement is used to inform the programs and policies of the college to better meet the needs of the students.

- Deep Springs College Alumni Surveys
  - Appendix: H
- Meeting Notes on Review of Mission Statement
  - Appendix: C
- Trustees of Deep Springs College Reports
  - Appendix: G
3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

   **Evidence:** Every institutional decision of Deep Springs College is guided by the Deep Springs College Mission Statement. Policies and planning, including budget and resource allocation, are heavily informed by the tenets and values put forward by the Mission Statement. Goals regarding student learning and achievement and SLOs are evaluated with respect to the Deep Springs College Mission Statement.

   **Analysis:** Every aspect of Deep Springs College adheres to and is evaluated by the Deep Springs College Mission Statement, including budget and resource allocation. The Mission Statement informs institutional goals for student learning and achievement in concrete ways such as prompting the development of the Goals of Deep Springs Academic Program (GODSAP) and the Goals of Deep Springs Labor Program. All college constituencies, including the Student Body, Administration, and Trustees of Deep Springs College, regularly work to ensure adherence to the Mission Statement especially with respect to oversight and implementation. All college constituencies review the mission statement regularly.

   - Deep Springs College Mission Statement  
     o Appendix: C
   - Trustees of Deep Springs College Reports  
     o Appendix: G
   - Goals of the Deep Springs Program (GODSAP)  
     o Appendix: A
     o Appendix: A
   - Meeting Notes on Review of Mission Statement  
     o Appendix: C

4. The institution articulates its mission in a widely published statement approved by the governing board. The DSC Mission Statement is periodically reviewed and updated as necessary. (ER 6)

   **Evidence:** The Deep Springs College Mission Statement is included in official documents such as the Deep Springs College Student Handbook and the Academic Catalog found on the college’s website. The dates of drafting, approval, reaffirmation, and any updates or changes are made accessible in all publications featuring the mission statement.

   **Analysis:** Deep Springs College ensures that the Mission Statement is presented and published regularly to communicate the unique mission of the college. The Mission Statement serves a crucial role in relating the the goal of “preparing young people for a life of service to humanity,” as well as communicating important elements of the
college including the isolated location, not charging tuition, and rigorous nature of the program.

- Deep Springs College Mission Statement
  - Appendix: C
- Deep Springs College Handbook
  - Appendix: D
- Deep Springs College Academic Catalog: General Information
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I

**Changes and Plans Arising out of the Self-Evaluation Process:**

The Deep Springs College Mission Statement has maintained the guiding principles of the college since the institution’s founding in 1917. Many of the basic, core principles of the college have remained intact, if made more formal through the language of the statement. Concurrent with this moral longevity, Deep Springs College recognizes the need to assess both the Mission Statement and its effectiveness in shaping policies and procedures for the college as it moves into the 21st century. To this end, Deep Springs College plans to continue formal reviews of the Mission Statement through the relevant constituencies and venues, namely the Trustees of Deep Springs College, the administration, the Student Body, and the community. The review of the Mission Statement occurs annually and will continue to do so; assessments of policies and programs, as well as the use of the Mission Statement with regard to planning also all occur on an annual basis. A community-wide review of the Mission Statement led by the administration has been formalized and integrated since the last self-study. Deep Springs College will continue to perform these reviews on a regular basis in concert with both annual Trustees of Deep Springs College reviews and accreditation Self-Study or Midterm Reports.

**B. Assuring Academic Quality and Institutional Effectiveness**

**Academic Quality**

1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

**Evidence:** Formal discussions regarding the effectiveness of the college’s programs occur at all levels of the college’s operation. Substantive dialogues about student learning outcomes, student equity, academic quality, institutional effectiveness, and improvement of student learning and achievement occur on a regular basis in a number of contexts. The Curriculum and Faculty Committee’s Academic Policy Review Process (APRP) constitutes one example of this. Other examples can be seen in the Diversity Committee, Applications Committee, and Trustees of Deep Springs College discussions on diversity in student recruitment; the Curriculum Committee
and Dean’s reports to the Trustees of Deep Springs College with respect to student learning outcomes; and reviews and evaluations of the Academic Policy that report on the effects of past changes in the policy and recommend changes for the future.

**Analysis:** Healthy, productive, and ongoing dialogues about the program and its effectiveness are a critical aspect of the education Deep Springs College provides. The self-governance and student beneficial ownership guarantee that these discussions happen at all levels on a regular basis and address practically every aspect of the college. Deep Springs College has implemented formal oversight and review of student learning outcomes, student equity, and academic quality through the use of such programs as the Goals of the Deep Springs Academic Program (GODSAP), Academic Policy Review Process (APRP), as well as through pre-existing procedures including the Curriculum Committee, Applications Committee, and Dean’s reports to the Trustees of Deep Springs College. In the past five years, Deep Springs College has worked to integrate more formal analysis and reports into the discussion-based culture of the institution as a whole in order to ensure more institutional oversight and memory. Deep Springs College hopes to further these goals through the use of the Centralized Resource Database (CRD).

- Disaggregate Student Achievement Data
  - Self-Study Section: B
- Trustees of Deep Springs College Reports: Academic Affairs Committee
  - Appendix: G
  - Appendix: A
- Diversity Committee Report
  - Appendix: B
- Library Report
  - Appendix: E
- IT Report
  - Appendix: E
- Deep Springs College Quality Focus Essay
  - Self-Study Section: H

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

**Evidence:** Deep Springs College uses the Goals of the Deep Springs Academic Program (GODSAP) as a metric for measuring SLOs. In addition to the use of this program, Deep Springs College uses disaggregate data (as recommended by WASC/ACCJC) to measure outcomes in the contexts of other instructional aspects of the college including labor. Along with recommendations from students, staff, and relevant consultants (such as IT or library professionals) this information helps to set and maintain institutional standards for SLOs.
Analysis: In the last five years, Deep Springs College has worked to integrate the Goals of Deep Springs Academic Program (GODSAP) as a standard metric to measure SLOs, while also assessing and evaluating the efficacy of the “GODSAP” program on a regular basis through the Academic Policy Review Process. Deep Springs College has also worked to develop metrics for other aspects of the college’s program, such as clearer standards for labor in the form of the Goals of the Deep Springs Labor Program (GODSLAP). Data and evaluations are collected and used to measure learning outcomes and ensure the appropriate allocation of resources to support student learning services including maintenance (and construction) of infrastructure, the collection and maintenance of library resources, and the acquisition of up-to-date technology and IT resources.

- Goals of the Deep Springs Program (GODSAP)
  - Appendix: A
- Course Descriptions and Course Self-Evaluations using GODSAP
  - Appendix: A
- Disaggregate Student Achievement Data
  - Self-Study Section: B
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- Infrastructure Project Report
  - Appendix: F
- Library Report
  - Appendix: E
- IT Report
  - Appendix: E
- Subscriptions to Online Resources
  - Appendix: E

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence: Standards for SLOs have been established according to Deep Springs College’s mission, and are assessed regularly at multiple levels within the institution. Formal assessments are used to gauge the college’s success in meeting these standards and act to inform the development of policies and allocation of resources to support student learning services. Data from sources such as the Goals of Deep Springs Academic Program (GODSAP), the Academic Policy, disaggregate applicant data and disaggregate data from the Academic and Labor programs are all included in the Academic Catalog.

Analysis: In response to previous external recommendations, Deep Springs College has worked to integrate formal standard for SLOs into the college’s program. This started with the use of the Goals of Deep Springs Academic Program (GODSAP) to
assess academic standards, and has now extended to the use of the Goals of Deep Springs Labor Program (GODSLAP) to assess standards in the labor program. These standards have been of special use in evaluating the programs and policies of Deep Springs College with regard to learning outcomes. These standards have also been used to allocate resources and determine the effectiveness of learning services provided by the institution. Deep Springs College works to ensure that these standards and all relevant disaggregate data are included in the Academic Catalog.

- Goals of the Deep Springs Program (GODSAP)
  - Appendix: A
- Course Descriptions and Course Self-Evaluations using GODSAP
  - Appendix: A
- Goals of the Deep Springs Labor Program (GODSLAP)
  - Appendix: A
- Disaggregate Student Achievement Data
  - Self-Study Section 4
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

**Evidence:** Data collected by Deep Springs College to assess and support student learning includes the following: the Goals of the Deep Springs Academic Program (GODSAP) Course Self-Evaluations, Student Course Evaluations, Faculty Narrative Evaluations of each student, Rehire Evaluations for faculty and staff, Peer Evaluations of students through the Review and Re-invitations Committee, and disaggregate data regarding applicants, the Academic Program, and the Labor Program.

**Analysis:** Deep Springs College uses a range of data to assess and support student learning. Longstanding evaluations of courses, faculty, and students have continued in forms such as Course Evaluations, Faculty Narrative Evaluations of each student, and Rehiring Evaluations. In the last five years, Deep Springs College has taken steps to collect more data to support student learning and student achievement, specifically in the forms of the Goals of the Deep Springs Academic Program Course Self-Evaluations, data regarding student transfer information (including the colleges of transfer and the number of credits transferred), disaggregate data on applicants with a special emphasis on diversity recruitment. Deep Springs College is also in the process of integrating Goals of the Deep Springs Labor Program (GODSLAP) as a metric for evaluating the effectiveness of the Labor Pillar. All of this information and data is used to organize and prioritize resources, budget, and plans in all aspects of the institution’s program.

- Goals of the Deep Springs Program (GODSAP)
5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

**Evidence:** The Deep Springs College Mission Statement and SLO Objectives such as the Goals of the Deep Springs Academic Program (GODSAP) are used as metrics for reviewing and evaluating SLOs and Student Achievement. In order to better service the accomplishment of the Deep Springs College Mission Statement, Deep Springs College gathers data that includes responses from questionnaires regarding the academic program, labor program, and student services as well transfer data including the college of transfer and the number of credits accepted.

**Analysis:** Since the last Self-Study, Deep Springs College has worked to more fully balance regular informal discussions and analysis with the more formal collection of data and information. This formal data collection process is supported by administration, Trustees of Deep Springs College, and the Student Body, and is recognized as useful for analyzing the effectiveness of goals, objectives, SLOs, and student achievement with regard to the Deep Springs College Mission Statement. Data collected over longer, well-documented periods is kept and seen as especially useful.
6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence:** Within the small community of Deep Springs College students, Deep Springs College has identified strategies targeted at various subpopulations of students for providing additional financial aid assistance (for course materials and other incidental fees), resources for students with learning disabilities, and necessary administrative support for international students through the Student and Exchange Visitor Information System (SEVIS).

**Analysis:** Due to the small and somewhat specialized nature of Deep Springs College, subpopulations are defined largely based on individual students that make up the Student Body. With this in mind, Deep Springs College works to ensure that there are policies in place to support student learning outcomes including support for students who may need financial aid assistance for course materials, or travel aid for prospective students who may need additional financial support. Deep Springs College also works to set standards for meeting the needs of students with learning disabilities and to provide institutional support for international students, enabling them to effectively study in the United States.
7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Evidence:** Deep Springs College regularly evaluates policies and practices through outlets such as Goals of the Deep Springs Academic Program (GODSAP) Course Evaluations, the Curriculum Committee’s Academic Policy Review Process (APRP), Trustees of Deep Springs College Academic Affairs Committee meetings (that discuss reports from the Curriculum Committee, the Dean, the Library, and other relevant structures), and the Trustees of Deep Springs College Budget and Operations Committee. The Trustees of Deep Springs College also undergoes a self-review and evaluation process on a regular basis to ensure the effectiveness of its oversight.

**Analysis:** Deep Springs College is committed to ongoing evaluation of policies and practices to ensure effectiveness in supporting academic quality, with special attention to the tenets set forward by the Deep Springs College Mission Statement. In addition to Goals of the Deep Springs Academic Program (GODSAP) Course Evaluations and the oversight of the Academic Program by the Academic Policy Review Process (APRP), all committees and administrators regularly file reports for the biannual meetings of the Trustees of Deep Springs College (TDS). In the course of these meetings, the Trustees of Deep Springs College read reports and meet with various constituencies to review the effectiveness of the programs and policies of Deep Springs College, making recommendations and allocating resources to support all aspects of the college’s program.
8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

**Evidence:** Trustees of Deep Springs (TDS) meetings and reports are open to all members of the Deep Springs College community. An annual report is sent out to alumni of the college and other members of the larger Deep Springs College Community.

**Analysis:** Deep Springs College is committed to transparency and the upholding of the mission of student participation in the decision-making for the college. All members of the Deep Springs College community are encouraged to attend and participate in the Trustees of Deep Springs College (TDS) meetings where the assessment of information and allocation of resources is discussed. To the larger Deep Springs College community, the Annual Report gives a comprehensive view of this information in a broader context, featuring detailed analysis that includes evaluations of trends and topics such as spending and resource allocation over longer periods of time.

- Trustees of Deep Springs College Reports
  - Appendix: G
- Deep Springs College Annual Reports
  - Appendix: F

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

**Evidence:** Systematic planning occurs at all levels of Deep Springs College, ranging from recruitment of faculty with attention to curricular diversity to resource allocation for building and infrastructure planning. Deep Springs College is committed to ensuring the effectiveness and success of the program by evaluating and allocating support at all levels.

**Analysis:** The Mission Statement of Deep Springs College ensures that evaluations of practically every aspect of the program occur at all levels. Since the last Self-Study Report Deep Springs College has worked to formalize these evaluative processes, ensuring that discussions regarding policies, programs, and planning occur regularly through more formal avenues. Creating and maintaining a schedule for review and formal recording of data has helped support Deep Springs College’s commitment to information-guided strategic planning to address both short-term and long-term planning and allocation of resources.
● Academic Policy Review Process - Meeting Notes and Recommendations  
  o Appendix: A  
● Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee, Safety Committee, Fundraising Committee, Investment Committee, Succession and Agenda Committee  
  o Appendix: G  
● Trustees of Deep Springs College Reports: Self-Evaluation  
  o Appendix: G  
● Strategic Planning - Meeting Notes and Recommendations  
  o Appendix: C  
● Deep Springs College Annual Reports  
  o Appendix: F  
● Development Report  
  o Appendix: F  

**Changes and Plans Arising out of the Self-Evaluation Process:**

Since the last Self-Study, Deep Springs College has worked to formalize policies and procedures, integrating them into the existing program to help assure academic quality and institutional effectiveness. Among these policies and procedures are the formalization of GODSAP as a standard to measure SLOs with regard to academics; the use of APRP as an ongoing evaluation of the academic program and its policies, specifically with regard to SLOs and student achievement; and the development of standards for measuring SLOs with regard to the labor program in the form of the Goals of the Deep Springs Labor Program. In addition to this, Deep Springs College has worked to maintain databases with regard to SLOs and student achievement in the contexts of academics and labor, and with regard to recruitment. All of this information is used for the evaluation of existing programs and strategic planning with respect to the allocation of resources to support learning outcomes and support services, specifically in the context of the Deep Springs College Mission Statement. Deep Springs College plans to continue integrating these more formal practices through the evaluation of Student Self-Governance (see the Quality Focus Essay), the use of the Goals of the Deep Springs Labor Program (GODSLAP) to evaluate SLOs with regard to student outcomes, and the continued collection of data relevant to learning outcomes and achievement. As the college has become more acculturated to the use of these standards and data, the institution has gained a greater appreciation for how they inform policies, programs, and planning in substantive ways.

**C. Institutional Integrity**

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its DSC Mission Statement, learning outcomes, educational programs, and student support
services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence: Information regarding the Deep Springs College Mission Statement, academic policy, programs, and student support services are included in the Deep Springs College Handbook. These items are updated annually to reflect any changes in the policies or programs of Deep Springs College. Additional information on academic policies and programs, including the curricula, are included in the Deep Springs College Academic Catalog, available on the institution’s website. Information regarding the college’s accreditation status is included both in the Deep Springs College Handbook and on the website.

Analysis: Deep Springs College works to ensure that all relevant information is included in its two most widely-disseminated publications: the Deep Springs College Handbook and the website. The college guarantees that the information in these resources is accurate through regular updates to reflect current policies.

  - Appendix: D
- Deep Springs College Academic Catalog: General Information, Academic Policy
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I

2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements” (see endnote). (ER 20)

Evidence: The Deep Springs College Academic Catalog includes current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”

Analysis: Using the “Catalog Requirements” as a basic template, the Deep Springs College Academic Catalog provides current, accurate information for students and prospective students through the Deep Springs College website. The College is committed to providing students with easy access to information including relevant facts, requirements, policies, and procedures.

  - Appendix: D
- Deep Springs College Academic Catalog: General Information, Academic Policy
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

**Evidence:** The documented assessment of student learning and achievement includes records of colleges of transfer, academic awards, and other professional achievements for students who have completed Deep Springs College’s academic program. This evidence is published through biannual newsletters and the Deep Springs College website.

**Analysis:** Documented assessments such as the GODSAP Evaluations and Narrative Evaluations are used primarily for self-assessment purposes. Given the small, select nature of the applicant pool and student body population, Deep Springs College uses documented assessments that reflect longer-term trends in student learning and achievement. This provides broad assessments for different constituencies including prospective students and the public. Disaggregate data of student achievement is also available in the Deep Springs College Academic Catalog on the college’s website.

- Deep Springs College Academic Catalog
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
- Trustees of Deep Springs College Reports: Academic Affairs Committee
  - Appendix: G
- Deep Springs College Alumni Data
  - Appendix: H

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

**Evidence:** The Deep Springs College curriculum is designed to allow students to earn an Associate’s Degree within two years. The Deep Springs College Academic Catalog delineates requirements for an Associate’s Degree and outlines the required courses, course offerings by subject and distribution and the Goals of the Deep Springs Academic Program.

**Analysis:** While most students attending Deep Springs College go on to earn BA degrees, Deep Springs College takes responsibility for maintaining standards, providing educational opportunities and resources, and maintaining a curriculum commensurate with receiving an Associate’s Degree. All of this is outlined in both the Deep Springs College Handbook and Academic Catalog.

  - Appendix: D
- Deep Springs College Academic Catalog: Academic Policy
  - Appendix: A
5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

**Evidence:** Regular reviews of policies and procedures are performed through systematic evaluations including the Academic Program Review Process, Trustees of Deep Springs College Reports, community-wide strategic planning, and surveys on different aspects of the college’s program including academics, labor, and student services. Publications such as the Deep Springs College Handbook and the Deep Springs College Academic Catalog are updated regularly to reflect any changes in curriculum, policies, programs, and services.

**Analysis:** As part of the formal oversight and self-evaluation, Deep Springs College is committed to regular, systematic review of institutional policies, procedures, and publications to ensure integrity in meeting and representing its mission through its programs and services.

  - Appendix: A
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee, Safety Committee, Fundraising Committee, Investment Committee, Succession and Agenda Committee
  - Appendix: G
- Strategic Planning - Meeting Notes and Recommendations
  - Appendix: C
- Deep Springs College Academic Catalog: Academic Policy
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
- Deep Springs College Alumni Newsletter
  - Appendix: I
- Deep Springs College Annual Reports
  - Appendix: F

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

**Evidence:** The Deep Springs College Mission Statement, available in public documents accessible to current and prospective students, states that “no tuition or fees are levied” for a Deep Springs College education. Funds are available for students with financial need for the purchase of course materials. Funds are also available for prospective students to travel to the college and interview for admission.
Analysis: Since the college’s founding in 1917, no tuition has been charged for students attending Deep Springs College. This is a core aspect of the college’s mission, asking instead for student engagement with their education as custodians of the institution. In lieu of fees, Deep Springs College asks its students to dedicate themselves to the project of the college in ways such as labor, administration, and self-governance. In addition, Deep Springs College is dedicated to ensuring all students and applicants have necessary financial support including travel for applicants and course materials for current students.

- Deep Springs College Mission Statement
  - Appendix: C
  - Appendix: D
- Deep Springs College Academic Catalog
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence: The Statement of Academic Freedom is included in the Deep Springs College Academic Catalog, and reads as follows:

“Deep Springs College values academic rigor and seeks intellectual variety among its faculty members with respect to academic discipline and creative art, political and social thought, and philosophical or religious perspective. Maintaining a community environment of genuine academic freedom and respect for ideas and persons is essential to the purposes of the educational program and community. Every faculty member at Deep Springs is expected to honor these principles.”

The statement goes on to reaffirm the rights, protections, and responsibilities of all constituencies of the college with respect to speech and academic freedom.

Analysis: Deep Springs College is committed to maintaining academic freedom and its accompanying responsibilities for all instructors (both faculty and staff) and students. Deep Springs College has adopted a Statement of Academic Freedom that outlines and underscores these commitments.

  - Appendix: D
8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence: The Statement on Academic Honesty is included in the Deep Springs College Academic Catalog, and outlines the college’s commitment to upholding the highest standards of academic honesty as an integral part of maintaining the college’s mission. The Deep Springs College Academic Catalog also outlines policy and procedures for possible transgressions including charges, appeals, committee makeup policy, and timelines for the processes that accompany transgressions.

Analysis: Deep Springs College is committed to upholding high standards of academic honesty, and makes clear to all its students what these standards are, what constitutes an offense, and what procedures exist to handle any charges against individuals with regard to academic honesty. This level of diligence is in line with the mission of the college. Members of the student body are involved in the processes around violations of the statement on Academic Honesty, and submit recommendations to the concerned party and the president.

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

Evidence: The Statement on Academic Freedom encourages an environment of healthy discussions while also emphasizing the need for maintaining respectful discourse within the classroom and in the Deep Springs College community in general. The Statement on Academic Freedom works to distinguish between personal and professional opinions and points of view without stifling practice or speech:

“As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Faculty are entitled to participate as citizens in public forums without fear of discipline or restraint, so long as it is clear that they are not speaking for the College.”
Analysis: Deep Springs College works to cultivate and maintain a robust, lively, and respectful discourse. At the same time, the college makes clear to faculty and students the continuing need for fair and objective presentation of data and information, especially within the context of the educational program. Committees including the Curriculum Committee, the Faculty Committee, and review of individual student and faculty performance strive to take into account objective standards of discourse, and work to provide useful feedback and guidance as appropriate.

- Deep Springs College Handbook: Appendix B: Academic Committees and Policy, Appendix C: Advice to Faculty, Staff, and Students Regarding Students with Learning Disabilities
  - Appendix: D
- Deep Springs College Academic Catalog: General Information
  - Appendix: A

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

  Evidence: Besides standards of academic honesty and freedom and specific policies (including those on sexual harassment and working with students with disabilities), Deep Springs College does not require conformity to specific codes of conduct, nor does it seek to instill specific world views or beliefs.

  Analysis: See above.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

  Evidence: Deep Springs College does not operate in any foreign locations.

  Analysis: See above.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

  Evidence: Deep Springs College Self-Study Reports reflect compliance with the standards, policies, guidelines, and requirements for public disclosure and
institutional reporting. This includes adopting changes and improvements made to the policies and programs based on recommendations from previous Self-Study Reports.

**Analysis:** Deep Springs College has worked to meet standards set by ACCJC and adhere to policies and requirements for public disclosure and institutional reporting. The college has prepared the self-study (including all relevant supporting documents) to fulfill all requirements and prepare fully for a team visit. Deep Springs College has also worked to meet recommendations set by the last team visit, integrating them into policies and programs in a way that supports Deep Springs College’s mission, SLOs, and Accreditation Standards.

- 2010 Self-Study Team Visit Report and Recommendations
  - Appendix: J

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

**Evidence:** All reports to external institutions demonstrate honesty and integrity, and use consistent terms, data, and information. The accreditation status of the institution is made publicly available in Deep Springs College publications including the website.

**Analysis:** Deep Springs College is committed to demonstrating honesty and integrity to all external agencies. All of the college’s reports reflect consistency in terms of data and information. The accreditation status of the college is reported to all constituencies directly and transparently.

- Statements of Accreditation Status: http://www.accjc.org/directory-of-accredited-institutions

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Evidence:** Trends in investment returns and fundraising reflect Deep Springs College’s commitment to supporting student achievement and learning with fiduciary responsibility. These responsibilities include long-term strategic planning and maintaining relationships with donors including college alumni, foundations, and grants.

**Analysis:** Deep Springs College understands that its ability to provide high quality, tuition-free education is commensurate with other fiduciary and organizational responsibilities. The investors are largely comprised of foundations and alumni.
Donors who have pledged support for the college. To this end, fiduciary and organizational responsibilities including oversight of the budget, fundraising and development are overseen by a board comprised of qualified professionals who understand the unique nature of Deep Springs College and its mission and who are committed to maintaining oversight regarding all aspects of the college’s operation.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee, Fundraising Committee, Investment Committee, Succession and Agenda Committee
  - Appendix: G
- Deep Springs College Annual Reports
  - Appendix: A
- Development Report
  - Appendix: F

Changes and plans arising out of the Self-Evaluation Process:

Transparency, accountability, and integrity are all crucial aspects of any college’s operation. At Deep Springs College, where the Mission Statement clearly delineates the college’s purpose of preparing young people for a life of service to humanity, these qualities exist and operate at the level of practically every task, interaction, evaluation, and decision. The college has worked to scrupulously uphold the highest standards of integrity and transparency in this regard. The standards set forward in the last Self-Study Report for ACCJC/WASC were instrumental in helping the college define these standards and policies as clearly as possible, and in ensuring that the standards in question are made available to all relevant constituencies through the appropriate channels and publications.

Deep Springs College will continue holding itself to these standards by evaluating its performance with respect to policies and procedures, and by formalizing procedures for making information accessible to all relevant constituencies. Data including SLOs, alumni questionnaires, diversity recruitment information, codes of conduct, and academic freedom have all been integrated into Deep Springs College organizational programs and will continue to inform existing policies and programs to maintain the integrity of the institution.

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly
applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

   Evidence: All Deep Springs College programs are located at the college’s campus in Deep Springs Valley. All of the college’s instructional programs including the labor and self-governance pillars are consistent with the college’s mission and culminate in student attainment of identified learning achievements and outcomes.

   Analysis: Deep Springs College adheres to policies and implements programs that are consistent with the Deep Springs College Mission Statement. The College meets its broader goals of providing education that meets learning achievement and outcomes goals, and of providing opportunities to meet degree requirements. The college continues to confer transferrable credits to other institutions to help it in meeting this goal.

   ● Deep Springs College Mission Statement
     ○ Appendix: C
   ● Goals of the Deep Springs Program (GODSAP)
     ○ Appendix: A
   ● Goals of the Deep Springs Labor Program (GODSLAP)
     ○ Appendix: A
     ○ Appendix: D
   ● Disaggregate Student Achievement Data
     ○ Self-Study Section B

2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

   Evidence: Review of faculty, courses, and programs occur through regular assessments. These assessments include Course Evaluations, GODSAP Course Evaluations written by individual faculty members for each course, rehire reviews for faculty members, and the Academic Policy Review Process which involves both the Curriculum and Faculty Committees.
**Analysis:** Deep Springs College administration and Curriculum Committee recruit, interview, and hire faculty based on Deep Springs College’s rigorous academic and professional standards and expectations. The college works to ensure and maintain the quality of faculty, courses, and programs through regular review at all levels. Since the last Self-Study Report, Deep Springs College has formalized GODSAP Course Evaluations and annual APRP among the relevant committees.

- Course Descriptions and Course Self-Evaluations using GODSAP
  - Appendix: A
- Sample Faculty Rehire Evaluations
  - Appendix: A
- Sample Course Evaluations
  - Appendix: A

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

**Evidence:** GODSAP is used as a standard for SLOs, and is assessed as a standard regularly as part of The Academic Program Review Process. The Goals of the Deep Springs Labor Program (GODSLAP) is currently in the process of being instituted as a standard with regards to the Labor program. Faculty Course Self-Evaluations using GODSAP are used to assess the effectiveness of courses, ensuring that each course meets the relevant standards for learning outcomes and achievement. GODSAP standards are included in each course description, syllabus, and in Faculty Course Self-Evaluations. Syllabi are included as part of the course materials for each course, and given to students.

**Analysis:** Deep Springs College has worked to formalize institutional procedures that outline and provide standards for measuring learning outcomes. To this end, the college has integrated GODSAP standards into course planning as well as course assessment. The college makes this information available to students through course descriptions and syllabi, as well as the Deep Springs College Handbook and Academic Catalog.

- Goals of the Deep Springs Program (GODSAP)
  - Appendix: A
- Course Descriptions and Course Self-Evaluations using GODSAP
  - Appendix: A
4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

   **Evidence:** Deep Springs College does not offer pre-collegiate level curriculum, although it does make resources available for students who may need additional instruction in core curriculum such as writing.

   **Analysis:** While most students who matriculate to Deep Springs College have displayed proficiency in various subjects, specifically writing and composition (by virtue of the rigorous application process) the college works to ensure that resources are made available to students throughout their time at Deep Springs. Resources offered include writing instruction for Summer Seminar, one-on-one instruction with professors in writing intensive courses, peer revision opportunities, and group writing and composition workshops.

     o Appendix: A

5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

   **Evidence:** Deep Springs College awards credits based on standard, Carnegie-based credit units. Through this system, each credit is equivalent to 0.75 hours of class work and 2.25 hours of preparation work per week excluding time spent writing papers, performing labs, or completing extra assignments. The typical Deep Springs College course meets for three hours per week and requires nine to ten hours of outside reading or other work. The typical course counts for two credits per term / four credits per semester. Given these specifications, Deep Springs College students pursuing Associate of Arts degrees follow the Associate of Arts Degree Requirements, fulfilling 60 units of instruction distributed among the designated areas of study (these areas are English, Math/Quantitative Reasoning/Computer Science, Arts and Humanities, Social and Behavioral Science, Physical and Biological Science, and Language other than English).

   **Analysis:** Deep Springs College uses practices common to higher education in setting standards for awarding credits. The college adheres to the requirements for the Associate of Arts degrees. The use of these practices helps to ensure that credits are transferrable for students who go on to complete their Bachelor of Arts Degrees.

     o Appendix: D
   - Deep Springs College Academic Catalog: Academic Policy
6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

**Evidence:** The Associate of Arts Degree Requirement of 60 credits translates to the equivalent of 2.5 courses per semester at Deep Springs College. The average number of credits completed per semester is included in Appendix B: Presentation of Student Achievement Data and Institution-Set Standards.

**Analysis:** Although most students go on to complete their Bachelor of Arts Degree, Deep Springs College has designed and scheduled courses to enable students to meet the numerical credit and distribution requirements for the completion of an Associate of Arts Degree. The necessary steps to provide for the achievement of this degree are pursued through the college’s continued support for curricular diversity.

  - Appendix: D
- Deep Springs College Academic Catalog: Academic Policy
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: i

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

**Evidence:** Most instruction at Deep Springs College occurs within classroom (primarily manifested as seminar discussions, labs, and field work) and through learning support services including the library and IT services. Over the past few years, Deep Springs College has maintained access to online digital libraries (including JSTOR), engaged in interlibrary loans, and has worked to improve and maintain IT as a necessary link to external educational resources. Deep Springs College also allows students to pursue Independent and Directed Studies, with approval from both faculty and the Curriculum Committee in subjects and areas that do not fall within the designated, scheduled course subjects.

**Analysis:** While delivery modes at Deep Springs College work to adhere to the Deep Springs College Mission Statement, the college also works to balance this with the students’ need to access current information and technological resources. For any students who want to pursue areas of study outside of scheduled academic courses, Deep Springs College makes special efforts to find alternative methods of instruction.
including Independent and Directed Studies, all of which keep in line with the college’s mission statement.

- Deep Springs College Handbook: General Information
  - Appendix: D
- Library Report
  - Appendix: E
- Library Passovers
  - Appendix: E
- IT Report
  - Appendix: E
- Subscriptions to Online Resources
  - Appendix: E

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Evidence:** The Deep Springs College Curriculum does not use department-wide course examinations.

**Analysis:** See above.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

**Evidence:** Deep Springs College awards credits based on standard, Carnegie-based, credit units by which every credit is equivalent to 0.75 hours of class work and 2.25 hours of preparation per week, excluding papers, labors, or other assignments. See Standard II.A.5 above.

**Analysis:** See Standard II.A.5 above.

  - Appendix: D
- Deep Springs College Academic Catalog: Academic Policy
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to
fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

**Evidence:** Deep Springs College standards for awarding credit and Associate of Arts Degree requirements apply to the awarding of transfer credit from other institutions.

**Analysis:** Standards for awarding transfer credits and Associate of Arts Degree requirements apply to awarding credit from other institutions. Deep Springs College may use these standards in measuring learning outcomes for transfer students.

  - Appendix: D

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**Evidence:** GODSAP sets specific goals for learning outcomes across a range of disciplines. The Associate of Arts Degree Requirements specify the need for completion of credits with a baseline of competency set at a C+ grade to earn an Associate of Arts degree. The Deep Springs College Grading Policy for courses is also clearly outlined in the Deep Springs College Academic Policy.

**Analysis:** To a certain degree, the rigorous application process and rigorous academic program set standards for competency and learning outcomes, but GODSAP and the Goals of the Deep Springs Labor Program (GODSLAP) have been developed as more formal standards. These formal standards were created and are maintained to meet the college’s broader educational mission while also providing specific goals for learning outcomes that can be applied across a range of disciplines. The Associate of Arts Degree Requirements underscore the effect of these standards with the baseline of competency.

  - Appendix: D
  - Appendix: A

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning
outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

**Evidence:** The Deep Springs College Mission Statement and GODSAP together articulate a pedagogical philosophy that is comprised of both adherence to generally accepted standards for awarding credits and degrees as well as a broader mission of intellectual curiosity and engagement. The broader mission of Deep Springs College prepares students for a life of service to humanity, as described in the following passage from the Deep Springs College Mission Statement:

> “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.”

**Analysis:** Since its founding, Deep Springs College has adhered to the core mission of providing education in preparation for a life of service to humanity. To this end, the college has maintained strong oversight of the educational program, comprised of the three pillars of academics, labor, and self-governance. In more recent years, as the standards for conferment of credits and degrees have become more critical to the college with respect to the nature of the transfer process and the generally accepted standards of achievement and outcomes, the college has worked to reach these standards in the context of its core mission. Faculty and administration work together to determine courses and areas of study appropriate for general curriculum. These standards are maintained by oversight from faculty, administration, and trustees.

- Deep Springs College Mission Statement
  - Appendix: C
- Deep Springs College Academic Catalog: General Information, Academic Policy, Courses
  - Appendix: A
- Trustees of Deep Springs College Reports
  - Appendix: G

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

**Evidence:** The Associate of Arts Degree requirements specify distribution of study among various disciplines. Deep Springs students who seek terminal Associates degrees govern their course selection in accordance with these degree requirements.
Analysis: The Deep Springs College Academic Policy outlines the requirements for obtaining an Associate of Arts Degree. The Associate of Arts Requirements specify a required number of courses in each area of study and specify that students who seek terminal Associates degrees must govern course selection accordingly. It is worth noting that the majority of students transfer from Deep Springs College to another college to receive their BA; historically, only three to four students per decade have requested an Associate of Arts degree.

  o Appendix: D

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence: Deep Springs College does not award career-technical certificates and degrees.

Analysis: See above.

15. 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.

Evidence: It is rare that programs are significantly altered or eliminated, but when this is the case APRP involves relevant college constituencies including the Curriculum Committee, Faculty Committee, and administration to evaluate proposed changes and make recommendations. When policies or programs are changed, students are given ample notice and guidance to plan accordingly.

Analysis: The program requirements at Deep Springs College can be changed only through input from the Curriculum Committee, Faculty Committee, the Dean, the President, and advisement from the Deep Springs College Board of Trustees. Short-term programs, such as music instruction, are usually designated as such. In response to any sort of disruption due to unforeseen circumstances, Deep Springs College works to ensure that all requirements are filled through the provision of additional resources, including special instruction.

  o Appendix: A
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  o Appendix: G
16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

**Evidence:** Evaluation of instructional programs occurs at almost every level within the Deep Springs educational program, as seen in policies and procedures that include course evaluations, faculty narrative evaluations, faculty rehiring evaluations, GODSAP course self-evaluations, Review and Reinvitation Committee evaluations of individual student performance, evaluations of the labor program and staff, evaluations of students’ participation the labor program, APRP (with input from the Curriculum and Faculty Committees), biannual Trustees of Deep Springs College reports and Annual Reports from the president. All of these instances work in concert to ensure and improve the quality of all instructional programs.

**Analysis:** Evaluation is a critical aspect of a Deep Springs College education, giving students an opportunity to both shape and assess their own performance as well as the effectiveness of the educational program in meeting achievement and learning outcomes. To this end, Deep Springs College has increased the breadth of its formal evaluation processes to reach other aspects of the educational program. Deep Springs College is committed to this process as part of its mission and will continue to develop these formal processes to help ensure both a healthy dialogue regarding the improvement of the program, as well as ongoing maintenance of the quality of the policies and programs.

- Sample Course Evaluations
  - Appendix: A
- Sample Faculty Narrative Evaluations of Students
  - Appendix: A
- Sample Faculty Rehire Evaluations
  - Appendix: A
- Sample R Com Evaluations
  - Appendix: C
- Course Self-Evaluations using GODSAP
  - Appendix: A
- Sample Evaluations of Staff
  - Appendix: C
- Sample Evaluations of Student Labor
  - Appendix: C
- Academic Policy Review Process
  - Appendix: A
- Trustees of Deep Springs College Reports
  - Appendix: G
- Deep Springs College Annual Reports
  - Appendix: F
Changes and Plans Arising out of the Self-Evaluation Process:

The integrity of the Academic Program is critical to the overall success of the larger Deep Springs College educational program. Deep Springs College has worked to maintain its track record of providing a comprehensive, challenging, and rigorous education to students while also maintaining its standards with regard to more general practices and standards in higher education. The college has worked to sustain the quality of long and short-term faculty, curricula, and all relevant policies and procedures to better support the integrity of the academic program. The formalization of these policies and procedures has helped the organization of the college’s academic program, giving more structure to the necessary process of evaluation and self-evaluation. The current state of Deep Springs College is strong, mostly due to the ongoing efforts of the administration, the Curriculum Committee, and the Trustees of Deep Springs College in providing oversight, allocating resources to support existing programs, and making improvements where necessary, as well as continuing to think critically about long- and short-term goals of the Academic Program.

In response to the Self-Evaluation process, Deep Springs College reaffirms its commitment to maintaining the integrity of the Instructional Programs through scrutiny of existing programs to ensure that they meet all relevant standards. In addition to this, Deep Springs College has instituted regular evaluation of existing programs and policies through different administrative and oversight bodies including the administration, the Curriculum Committee, and the Trustees of Deep Springs College. All duties and responsibilities of these bodies are outlined clearly. The organization of Deep Springs College ensures that the oversight, evaluation, and recommended changes and implementation are subject to the appropriate formal committee processes before the final evaluation and approval by the President and Trustees of Deep Springs College.

B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence: Deep Springs College maintains a library with over 24,000 volumes and subscriptions to over 20 periodicals. The college maintains a subscription to JSTOR for online research and has worked to maintain the internet as an effective mode of online research. Maintenance duties for the library are shared by members of the student body, staff librarians, local consultants and professionals in library-related fields, and both long-term and short-term faculty.
Analysis: In spite of the isolated location and the small student body, Deep Springs College maintains a library with over 24,000 volumes. The college works to maintain a current collection with input from long-term and visiting faculty on relevant critical texts to add to the collection. Breadth and depth within the collection reflect the Humanities curriculum at Deep Springs College and are supplemented by online subscriptions and maintenance of internet access for online research. An orientation of library services is provided to all first year students. Additional support services are provided for individual students and faculty when necessary including interlibrary loan and the purchase of course materials.

- Library Report
  - Appendix: E
- IT Report
  - Appendix: E
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- Subscriptions to Online Resources
  - Appendix: E
- Interlibrary Loan Subscription
  - Appendix: E

2. 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.

Evidence: The Deep Springs College Library is maintained by a combination of hired staff, the student body, professional consultants, IT technicians, the dean, and both long- and short-term faculty. All work contributions are based on areas of expertise, and the college budgets accordingly with regard to professional services in support of the library.

Analysis: Deep Springs College is committed to maintaining quality, depth, and breadth of library resources to meet standards of quality, especially those articulated within the Deep Springs College Mission Statement. To this end, the college has worked to ensure that learning support service professionals help maintain library and other learning support services.

- Library Report
  - Appendix: E
- IT Report
  - Appendix: E
- Trustees of Deep Springs College Reports: Academic Affairs Committee
  - Appendix: G
3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Evidence:** Assessments of the Deep Springs College Library by college staff and consultants along with regular Library reports to the Trustees of Deep Springs College evaluate the effectiveness of the library and other learning support systems with regard to learning outcomes. Recommendations are used for planning and resource allocation for the continued improvement of all learning support services.

**Analysis:** In addition to professional assessment from library staff and hired consultants, feedback from staff, faculty, and staff help the college assess the effectiveness of library and learning support services with respect to meeting student needs. As part of the most recent library report, Julie Cornett (Library Director for Cerro Coso Community College in Ridgecrest, CA) visited the library. Among her recommendations was the institution of a formalized evaluation process of the library, particularly with regard to its usage and how this information might improve effectiveness in meeting student needs and learning outcomes.

- Library Report
  - Appendix: E
- IT Report
  - Appendix: E
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- Budget Process Data
  - Appendix: F

4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

**Evidence:** Deep Springs College belongs to the Online Computer Library Center (OCLC) global library cooperative. The subscription is currently $550 per year plus sending and shipping costs, although many libraries lend resources free of charge. Deep Springs College has identified this as a suitable match for both the college’s library collection as well as for student and faculty research needs.
**Analysis:** Deep Springs College has integrated the OCLC subscription as a collaborative supplement to other library and resource support services. As part of the recommendations from Julie Cornett on the library’s usage and effectiveness in meeting learning outcomes, Deep Springs College will work to compose evaluations of all resources (including OCLC) to ensure the quality of the college’s support services with respect to learning outcomes.

- Interlibrary Loan Subscription
  - Appendix: E
- Library Report
  - Appendix: E

**Changes and Plans Arising out of the Self-Evaluation Process:**

The Self-Study Report gives Deep Springs College an excellent opportunity to check in with regard to the college’s performance in the context of library and learning support services. By both the college’s own standards and those put forward by the accreditation process, Deep Springs College is doing extremely well. Deep Springs College has worked to maintain Library and Learning Support Student Services, specifically with regard to the college’s mission, but also in the context of changes in technology and learning services in higher education as a whole. The college aims to balance the demands of access to information, online research resources, and communication tools along with the geographical and technical challenges of the college’s isolated location. Over the past several years, professional support has been made available from both library and IT specialists to help bolster existing services. At the same time, the President, Dean, and Trustees of Deep Springs College have budgeted the necessary resources to maintain and improve internet reliability and bandwidth. Faculty, Administration, and librarians of the college have been instrumental in maintaining the integrity of the college’s collection of physical and online resources, and in ensuring that additions to the collection in the form of periodicals or online subscriptions are appropriate to the needs of both students and faculty.

Plans for the Deep Springs College Library and Learning Support services will involve a strategic consideration of beneficial developments in information services, the needs of the student body and faculty populations, and the necessary allocation of resources to support all of these factors, specifically with regard to the Deep Springs College Mission Statement. Deep Springs College will continue to hire librarians and library consultants to ensure the proper oversight of the collection as well as the continuation of regular professional recommendations on plans and projects to improve both the Library and Learning Support services. With regard to IT and communications, Deep Springs College has continued to improve infrastructure and support for these services and will continue to allocate resources to maintain and improve these services with recommendations from available IT consultants. The Trustees of Deep Springs College are committed to providing all the necessary resources to uphold and maintain the quality of existing programs, as well as to implementing recommended changes to improve Learning Support Services.
C. Student Support Services

1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence: Student support services at Deep Springs College consist primarily of Library and other learning support services, IT infrastructure to support these learning support services, health and emergency health services and training, mental health services, and supplemental resources for coursework that falls outside the existing Deep Springs College curriculum. The Deep Springs College curriculum does not include distance education.

Analysis: Based on the college mission, location, and student population, Deep Springs College works to ensure that necessary and relevant support services are made available. Some, including the student body’s involvement in the library, in IT services, and in EMT training, fall within the college’s mission of extending the educational program to as many aspects of the college program as possible. When professional expertise is required, in cases such as library consultation or mental health services, the college works to find qualified professionals to act in these roles, and plans and budgets accordingly. The college also performs a regular assessment of these services to ensure that they continue to meet the needs of the student population, making changes and adjustments according to the results of that assessment.

- Library Report
  - Appendix: E
- Student WFR Training
  - Appendix: E
- Safety / Accident Reports
  - Appendix: E
- IT Report
  - Appendix: E
- Mental Health policy
  - Appendix: E

2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence: Assessments of student support services and outcomes occur regularly. Formally, these assessments occur through biannual reports to the Trustees of Deep Springs College on all aspects of support services, including their efficacy, changes in policy, and any changes in the allocation of resources.
Analysis: All student support services provided, including the Library, mental health resources, and EMT training, are considered appropriate to the educational environment and mission of Deep Springs College. Regular assessment of these services takes place through evaluations and biannual reports to the Trustees of Deep Springs College. These assessments are used as guidelines regarding any changes in programs or allocation of resources.

- Student WFR Training
  - Appendix: E
- Safety / Accident Reports
  - Appendix: E
- Mental Health Policy
  - Appendix: E
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee, Safety Committee
  - Appendix: G

3. 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. (ER 15)

   Evidence: All support services are available to all members of the Deep Springs College Student Body and are located on the college’s campus

   Analysis: See above.

4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

   Evidence: Co-curricular programs at Deep Springs College in recent years have included Auto Mechanics, Horsemanship, Outdoor Skills, Riflery, and EMT Training. Planning and resources have been allocated to ensure that these programs maintain the standards of integrity for learning outcomes specified within the academic and labor programs.

   Analysis: The unique location and mission of Deep Springs College allow for co-curricular programs relevant to life in an isolated high desert valley, with special attention to the ranch component. Courses such as horsemanship are specific to the labor aspect of the program, especially in the context of the maintenance of the ranch and cattle. Other programs are offered with respect to available instructors and student interest or requests. The college works to ensure that relevant co-curricular programs are included whenever possible, and that planning and resources are made available to all interested parties.
5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

**Evidence:** The Academic Dean serves as the primary counselor for students with regard to academic requirements and policies, credits, transcripts, and information about transferring to another school. The Curriculum Committee (on which the Dean serves) makes recommendations for individual students with regard to course underloads and overloads, independent and directed studies, and academic probation. The Dean meets regularly with individual students to advise them on all academic, course, transcript, and transfer matters. Long- and short-term faculty serve as informal advisors for students with respect to course selection, transfer, and general academic advising. In addition to this, all incoming students are directed to these resources and all other relevant information, available in the Academic Policy section of the Deep Springs College Handbook.

**Analysis:** The small nature of the college’s student body allows for one-on-one advising between the dean and individual students. Students receive all relevant information through meetings with and presentations from the Dean, with topics including course selection, curricular diversity, and the Academic Policy. The Deep Springs Student Body also meets to review and discuss course selection and curricular diversity. The Dean meets with second-year students at the beginning of their second year to discuss transfer policy, deadlines, applications for financial aid, and other elements of the transfer process; these meetings often continue throughout the year. The Dean and faculty are available to advise students on transfer applications, application essays, and colleges of transfer.
6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

**Evidence:** The application and application process, including interviews, makes clear to prospective students the demands of a Deep Springs College education. The Deep Springs College Mission Statement includes the following relevant passage:

“Deep Springs' challenging and comprehensive educational program is designed for a few of the most promising students entering college each year...The college takes sound principles of teaching and learning to their practical limits.”

The comprehensive program includes participation in and beneficial ownership of various elements of the rigorous academic program, including seminar discussions, writing, and public speaking components. In the labor and self-governance programs, demands of time and responsibility occupy a similar role. As previously described, the Dean and faculty advise students on course selection, curricular diversity, and other matters to help them succeed within the Deep Springs College program.

**Analysis:** Deep Springs College recognizes that the demands of the program set high standards of responsibility. With this in mind, the college makes clear to applicants the nature of a Deep Springs College education through a rigorous application process. In addition to this, the application process has incorporated more specific information regarding these standards of responsibility and the rigorous nature of the program to ensure that students who attend are prepared to meet these challenges.

- Deep Springs College Mission Statement
  - Appendix: C
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
- Sample Application
  - Appendix: B
- Sample President’s Letter
  - Appendix: C
- Job Description – Dean
  - Appendix: C

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

**Evidence:** The admissions process, including criteria for judging applications, is evaluated each year by the college’s Applications Committee. This evaluation considers quantitative data such as SAT and ACT scores, qualitative data such as parents’ level of education, different opportunities afforded to applicants based on
their own level of education, and potential biases in reading and assessing applications. All of these factors are integrated into the applications and admissions process. Data from previous years is included to gauge the effectiveness of recruitment with respect to diversity and the effectiveness of minimizing any potential biases.

**Analysis:** Deep Springs College is committed to maintaining a robust, informed applications process that also adheres to the college’s mission by including students in the assessment of applicants, further contributing to their role as stewards of the college program. To this end, the annual review of the admissions process is an opportunity for Applications Committee to discuss the admissions process, the use of qualitative and quantitative data, any potential biases in assessing applications, and data from previous years in supporting standards of quality and diversity. These discussions include implementation of changes in the application and application process.

- Disaggregate Student Achievement Data
- Diversity Committee Report
  - Appendix: B
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

**Evidence:** Student records including applications, evaluations, and transcripts are all kept on file by the Dean. Digital copies of transcripts are kept securely on the Dean’s computer and are distributed only upon formal request. This request is only granted with the Dean’s official seal and signature. Additional copies of these files are kept in the Union Bank of California in Bishop, CA to ensure that multiple copies are stored in case of damage to the originals.

**Analysis:** Deep Springs College is committed to maintaining secure, permanent student records with provisions for secure backup files. Records are kept confidential with only the Dean having access to digital and physical records, as well as the ability to release these records upon formal request.

- Job Description – Dean
  - Appendix: C

**Changes and Plans Arising out of the Self-Evaluation Process:**
Student Support Services are a critical aspect of the Deep Springs College program. Due to the isolated location and the demands of academics, labor, and student self-governance on the students, the college recognizes that Support Services are critical to maintaining a successful program with regard to learning achievement and outcomes. The challenges involved in a rigorous academic program and the school’s isolated location motivate Deep Springs College to find the appropriate resources to fulfill the needs of its students. These challenges also prompt the college to communicate the rigors of the program and its many demands to prospective applicants and students. Over the past few years, Deep Springs College has worked to integrate Student Support services to meet the following goals: 1) Give applicants a comprehensive sense of the program prior to accepting offers of admission, 2) Provide appropriate services including mental health, supplementary curriculum, and professional advising and counseling services to students, and 3) Ensure that support services are integrated with the college’s operation and help meet and maintain existing standards.

As part of the planning process, Deep Springs College is reviewing current Student Support Services to determine if changes in student demographics, counseling resources, and counseling technology will warrant any changes in current services. Recruitment processes and policies and the applications and admissions process (including the use of qualitative and quantitative data and the maintenance of particular practices to avoid potential biases) are reviewed on an annual basis by Applications Committee with oversight by the administration and the President. Recent changes in the application process have worked to ensure that applicants have a comprehensive understanding of the college’s programs and rigors, and the specific demands of a Deep Springs College education. The college will continue to refine this process of communication in order to more effectively communicate all necessary background information to prospective applicants and students. Other support services including the maintenance of records are evaluated annually for the integrity as well, guaranteeing the continuing quality of all Student Support Services.

**Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

**A. Human Resources**

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to
institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

**Evidence:** Deep Springs College hires and maintains administrators, faculty, and staff based on high standards of professional qualification. The professional qualifications and criteria for each position are listed in the relevant job descriptions and are included as part of the recruitment, interviewing, and hiring process. The relevant required criteria are made available to both candidates for hire as well as community members. The job descriptions are all related directly to the institution’s mission and goals, and accurately reflect the duties and responsibilities of the available position.

**Analysis:** Administrators, faculty, and staff are hired and retained based on Deep Springs College’s high standards of professional qualifications as well as the demands of living and working in a unique educational environment. In particular, administrators, faculty, and staff are hired partly on the basis of their ability to work with students as part of the college’s mission of student beneficial ownership of and participation in their own education. Job searches and advertisements include descriptions of the Deep Springs College educational program, directing potential applicants to the Deep Springs College website for more information. Search committees aim to hire candidates that meet the needs of both the specific job and the institution as a whole. Hired administrators, faculty, and staff are given comprehensive job descriptions outlining the duties and responsibilities within the larger organization of the college.

- Deep Springs College Mission Statement
  - Appendix: C
- Job Description – Faculty Positions
  - Appendix: C
- Job Descriptions – Staff Positions
  - Appendix: C
- Sample Job Search Listings
  - Appendix: C
- Chart: Organization of the Institution
  - Appendix: C
- Sample Faculty Rehire Evaluations
  - Appendix: C
- Deep Springs College Academic Catalog: Faculty CVs
  - Appendix: A
- Sample Staff CV
  - Appendix: C

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)
Evidence: Long-term and short-term faculty qualifications and criteria include expertise in the specified area of study, demonstration of scholarly activities, and teaching skills and abilities that are deemed well-suited for the nature of the Deep Springs Academic Program. Faculty job searches and advertisements include descriptions of the Deep Springs College Academic Program, and direct prospective applicants to the Deep Springs College website for more information. Faculty job descriptions and rehiring policies include descriptions of standards for measuring learning outcomes and instructor effectiveness.

Analysis: Faculty are hired and retained based on high standards of professional qualifications and the demands of living and working in a unique educational environment. Besides criteria of professional expertise and scholarly activity, criteria for faculty include the following: ability to work with students as part of the college’s mission of student beneficial ownership of and participation in their own education, ability to work one-on-one with individual students including academic advising, and ability to work on committees and contribute to administrative tasks and community presence.

- Deep Springs College Mission Statement
  - Appendix: C
- Job Description – Faculty Positions
  - Appendix: C
- Sample Job Search Listings
  - Appendix: C
- Deep Springs College Academic Catalog: Faculty
  - Appendix: A
- Sample Faculty Rehire Evaluations
  - Appendix: A

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence: The qualifications for relevant staff include both administrative skills as well as skills specific to working with student learning objectives and the overall mission of Deep Springs College. Job searches and advertisements include a description of the Deep Springs College program, and direct prospective applicants to the Deep Springs College website for more information.

Analysis: Specific demands of Deep Springs College require administrators and other relevant employees to have a skill set that includes administrative expertise specific to institutional effectiveness within the context of the Deep Springs College Mission. These skills include the ability to work well with students who work across a range of different positions within the college including student trustees, chairs of standing committees, and other administrative and organizational jobs. In addition, administrators need to have the ability to work one-on-one with individual students by providing guidance and serving as an advisor, while still allowing student
beneficial ownership and authority in decision-making with respect to particular aspects of the college’s organization and operation.

- Deep Springs College Mission Statement
  - Appendix: C
- Chart: Organization of the Institution
  - Appendix: C
- Job Description – President
  - Appendix: C
- Job Description – Dean
  - Appendix: C
- Job Description – Director of Operations
  - Appendix: C
- President CV
  - Appendix: A
- Dean CV
  - Appendix: A
- Director of Operations CV
  - Appendix: C

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

**Evidence:** The relevant faculty and administrators all hold degrees from institutions accredited by recognized United States accrediting agencies and equivalence-established institutions outside of the United States.

**Analysis:** The rigorous nature of the Deep Springs College program necessitates the college’s hiring of faculty and administrators with requisite credentials and experience. These criteria include holding degrees from institutions accredited by recognized United States accrediting agencies and equivalence-established institutions outside of the United States.

- President CV
  - Appendix: A
- Dean CV
  - Appendix: A
- Deep Springs College Academic Catalog: Faculty
  - Appendix: A

5. 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.

**Evidence:** All personnel (faculty, staff, and administrators) at Deep Springs College are evaluated on a regular basis. Faculty are evaluated annually and per course, and staff are evaluated annually. The Trustees of Deep Springs College also perform self-evaluation on a regular basis. Criteria for each job and position are clearly defined, stated, and used as a metric for measuring effectiveness within each position. Formal evaluations are given by all relevant constituencies, including the Deep Springs College Student Body, peers, and administrative bodies.

**Analysis:** Evaluations of individual performance, including those of personnel, adhere to the Deep Springs College mission of providing a comprehensive and challenging educational program. These evaluations occur on a regular schedule of at least one time per year. In the case of faculty and staff, students provide formal evaluations after working with individual personnel. Formal evaluations from relevant constituencies seek to give constructive observations, commendations, and recommendations.

- Job Description – Faculty Positions
  - Appendix: C
- Job Descriptions – Staff Positions
  - Appendix: C
- Sample Faculty Rehire Evaluations
  - Appendix: A

6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Evidence:** Evaluation of faculty includes assessment of learning outcomes through self-evaluation of GODSAP with respect to each course offered. Other qualitative data such as course evaluations, faculty peer evaluations, and self-evaluations are included as well. With regard to administrators and other personnel, including staff who work with students, qualitative data includes staff evaluations and self-evaluations.

**Analysis:** Since the last self-study, Deep Springs College has more fully integrated GODSAP as a standard for learning outcomes and the improvement of instruction. As other metrics such as the Goals of the Deep Springs Labor Program are integrated into the overall program, the college is working to include the Goals of the Deep Springs Labor Program as part of staff self-evaluation process. Other qualitative data that is already in place as part of the evaluative process contributes to a comprehensive evaluation process for all faculty, administrators, and staff.

- Course Descriptions and Course Self-Evaluations using GODSAP
7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence: Deep Springs College employs three long-term faculty: Robert Aird Chair of the Humanities, Herb Reich Chair of the Natural Sciences, and Julian Steward Chair of Social Sciences. In addition to this, the President and Dean serve as long-term faculty in their respective areas. Short-term faculty are hired each semester, and each term in the summer, to round out the distribution of the curriculum.

Analysis: As part of the college’s mission to provide a comprehensive education, Deep Springs College works to ensure that faculty are hired and retained based on their professional qualifications and suitability for living, working, and teaching in the unique pedagogical environment of Deep Springs College. In recent history, the college has been successful in finding and maintaining a core group of qualified long-term faculty. The college has also been successful in hiring qualified short-term faculty to round out the curriculum and meet the pedagogical needs of the program.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence: Short-term faculty are provided with all relevant and necessary information through correspondence after their hiring, supplementary information in the Deep Springs handbook (including the Academic Policy, the Academic Schedule, and specific information regarding living at Deep Springs College), and an orientation when they arrive in meetings with the Dean and other faculty. Short-term faculty are integrated into the community through inclusion in community life and activities as well as through committee work and other communal projects. Evaluations, oversight, and professional development are provided by the Dean in conjunction with Curriculum Committee through course evaluations, instructional support, and other available resources.
**Analysis:** Due to the small nature of Deep Springs College, the short-term faculty are quickly integrated into the community. All meals are served in the college Boarding House, all members of the community are invited to attend Public Speaking each week, and all community members are invited to attend any community-wide activities including discussions, labor parties, hikes, etc. Regarding institutional oversight and support, the Dean and Curriculum Committee work directly with short-term faculty with respect to their orientation before arrival and on arrival. The Dean and Curriculum Committee also communicate the Academic Policy, procedures on fulfilling necessary relevant administrative duties, and the availability of resources for courses, professional development, and living and working at Deep Springs College.

  - Appendix: D
- Sample Agenda for Faculty Meetings
  - Appendix: A

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

**Evidence:** The core staff at Deep Springs College include the President, the Dean, the Director of Operations, the Ranch Manager, the Farm Manager, the Mechanic, the Boarding House Manager and Chef, the Office Manager, and the long-term faculty. The total number varies between eleven and fourteen long-term staff and faculty members.

**Analysis:** The ratio of students to staff at Deep Springs College is approximately two to one. This ratio reflects the college’s core mission of providing a comprehensive education located on a cattle ranch operation where labor is a core component of the educational program. The college has been very effective in hiring qualified administrators, staff, and faculty, and has also been effective in guaranteeing their retention. This hiring and retention allows the college to achieve the great advantages of both professional expertise and understanding of a unique pedagogical environment by the administrators, faculty, and staff.

- Chart: Organization of the Institution
  - Appendix: C
- Deep Springs College Academic Catalog: General Information, Faculty
  - Appendix: A
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)

Evidence: The Deep Springs College administration is comprised of the President, Dean, Director of Operations, and Development Director; administrative duties are assigned accordingly. The college works to hire qualified staff with the necessary professional background, while also working to maintain qualified staff for expertise and continuity in running and administrating the program.

Analysis: In spite of the small size of Deep Springs College, the core administrative staff is maintained for oversight of the program. Administrative staff are recruited and hired keeping in mind the fact that multiple tasks are required of each position. For example, the Dean serves as the Academic Dean, Registrar, Transfer Dean, Dean of Faculty, and the Faculty Advisor on Curriculum Committee. Administrative staff are also hired for their expertise in working as instructors in conjunction with students who take part in administrative tasks as part of the college’s mission.

- President CV
  - Appendix: A
- Dean CV
  - Appendix: A
- Director of Operations CV
  - Appendix: C

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence: Professional policies on fairness, disputes, housing, paychecks, work-related injuries and illness, retiring, hiring and review, professional ethics, and vacation are all outlined in the Employee Information of the Deep Springs College Handbook. The Deep Springs College Handbook is distributed to all employees of the college, and is updated on an annual basis.

Analysis: Employee policies regarding the professional aspects of living and working at Deep Springs College are outlined clearly for all hired personnel. The guidelines and standards for fairness, ethics, disputes, work-related injuries and illness, and hiring and review are all reviewed annually and published in the Deep Springs College Handbook, which is distributed to all current staff. These policies are reviewed during orientation for all incoming employees.

  - Appendix: D
12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

**Evidence:** The Deep Springs College Fairness Policy states that the college is committed to:

“Providing equal and fair employment opportunities to all candidates regardless of economic or social status, and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, or age. Neither will they discriminate against any employee or applicant for employment because of any physical or mental disability, provided that the employee or employment applicant otherwise meets qualifications for the position and is able to carry out its responsibilities.”

**Analysis:** Deep Springs College is committed to practices and policies that support diverse personnel. The small size and remote location of the college to some extent determines the nature of the pool of applicants for administrative, faculty, and staff positions. In light of the progressively more diverse nature of the Deep Springs College Student Body, the college is committed to finding diversity among qualified candidates for employment and maintaining practices and policies that support diverse personnel.

  - Appendix: D

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

**Evidence:** The Deep Springs College Statement of Professional Ethics and Statement of Community Ethics clearly state that “Sexual contact of any kind involving any member of the staff (or his or her family members) with any student, is unethical and improper conduct...and is grounds for dismissal from college employment.” Appendix K of the Student Body Bylaws states that “Harassment of any kind by any member of the DS Community (or his or her guests) towards any student, employee, guest, or community resident, is unethical and improper conduct...and may be considered grounds for dismissal.” Appendix K, Section 2 outlines what behavior is considered to be sexual harassment.

**Analysis:** Deep Springs College holds standards of Professional Ethics and Community Ethics as reflections of high professional standards. The college provides a clear outline for what constitutes improper behavior and conduct. The consequences for the violation of these standards are taken seriously. These standards are communicated to all members of the community during orientation, and are published...
In the Deep Springs College Handbook, which is distributed to all members of the community.

  - Appendix: D

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The Deep Springs College Professional Development Policy is outlined in the Curriculum and Faculty section of the Deep Springs Handbook:

“Account #8020. This fund supports activities that allow professors to further themselves professionally, and includes reimbursement for such costs as:

- Travel, registration, and other expenses for attendance at professional meetings.
- Travel, copying fees, and other expenses for library or other research.
- Books, periodicals, and other materials that contribute to professional development.
- Computer upgrades
- Childcare”

Analysis: Deep Springs College is committed to supporting the professional development of its faculty and staff, specifically for the full-time faculty (who serve a maximum of six years) for whom the college recognizes the importance of professional development in maintaining their career and future professional work. A review of professional development funds and policies is conducted regularly by the relevant constituencies, and is used annually in establishing academic and administrative budgets.

- Deep Springs College Handbook: General Employee Information, Curriculum and Faculty Information
  - Appendix: D

15. 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.
Evidence: The Deep Springs College Handbook’s Fairness Policy states that the college is committed to “ensuring that employment records are secured from public perusal while remaining available to community members needing to review them in the course of college functions, and that all employee records are available for inspection by the employee.”

Analysis: Deep Springs College is committed to the security and confidentiality of all personnel records while allowing employees access to their own personnel records, in accordance with the law.

- Deep Springs College Handbook: General Employee Information
  - Appendix: D

Changes and Plans Arising out of the Self-Evaluation Process:

The integrity of faculty and personnel policies are critical to maintaining appropriate, qualified staff who fit the demands to the Deep Springs College program. The continued maintenance of highly skilled staff since the last self-study is a testament to the hard work of Deep Springs College in recruiting and keeping highly qualified individuals. Policies with regard to staff help maintain the integrity of the program by providing both basic guidelines and staff support.

Personnel recruitment and policies continue to be reviewed on a regular basis with input and feedback from current faculty and staff. Administrative bodies continue to publish and communicate relevant policies to staff members and maintain oversight through the existing evaluative processes and procedures. Input from faculty and staff with regard to this administrative oversight is provided on a regular basis as well. As part of the oversight duties, the Trustees of Deep Springs College and the President review and discuss staffing policies and the allocation of resources at each bi-annual meeting. Deep Springs College plans to continue these procedures with regular evaluations of all policies, organization, meeting of standards, and support for staff with any feedback from all relevant constituencies in mind.

B. Physical Resources

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

Evidence: The physical resources of Deep Springs College are maintained and assessed on a regular basis to assure access, safety, security, and a healthful living and working environment for all community members. The Safety Committee is a Trustees of Deep Springs College committee that works in conjunction with administration and staff to maintain oversight of buildings, determine allocation of resources, and act on renovation projects as needed. Review of the program’s
infrastructure and budgeting occurs at least twice a year, and more frequently as necessary.

**Analysis:** Deep Springs College is committed to ensuring the safety and integrity of all infrastructure as part of the college program. This includes not only administrative buildings and classrooms (including laboratories), but also public spaces, the Boarding House, the Farm and Ranch, and all the equipment necessary for the implementation and practice of the Farm and Ranch Labor program. To this end, safety is set as a priority with oversight from staff and the Trustees of Deep Springs College.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Safety Committee
  - Appendix: G
- Infrastructure Projects Report
  - Appendix: F

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

**Evidence:** As part of infrastructure maintenance, Deep Springs College regularly assess its physical resources and makes recommendations for updates, upgrades, and renovations. These recommendations are submitted to the Trustees of Deep Springs College and the President as part of the bi-annual Trustees of Deep Springs College meetings. The college’s priorities in budgeting are based on safety and the integrity of its physical resources.

**Analysis:** Deep Springs College recognizes that the integrity of its physical resources, including maintenance and upgrades, is of utmost importance, especially with regard to the labor program and the regular responsibilities of students and staff. Administration, staff, and the Safety Committee provide oversight and report to the Trustees of Deep Springs College biannually. The Budget and Operations Committee of the Trustees of Deep Springs College prioritizes resources accordingly to ensure community safety and the integrity of infrastructure. Examples of the result of such prioritization can be found in the “Infrastructure Projects” report.

- Trustees of Deep Springs College Reports, Budget and Operations Committee, Safety Committee
  - Appendix: G
- Infrastructure Projects Report
  - Appendix: F
- Quality Focus Essay
  - Self-Study Section: H
3. 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.

**Evidence:** Evaluations of the facilities and equipment of the college occurs regularly. Farm and ranch equipment, academic and administrative facilities, and the integrity of systems supporting the college, including hydroelectric energy production, solar energy production, and vehicles, are all subject to these evaluations. The college takes high rates of usage into account with respect to maintenance, upgrades, and replacement, and includes the resulting evaluations in reports and recommendations to the Trustees of Deep Springs College for planning and allocation of resources.

**Analysis:** With regard to the various pillars of the Deep Springs College program, including the Labor pillar, in which students are working with a range of different tools, machinery, vehicles, and other resources, the college recognizes its responsibility in maintaining, upgrading, and replacing equipment whenever necessary. To this end, administration and staff evaluate facilities and equipment closely and regularly, and reports these evaluations to the Trustees of Deep Springs College, making recommendations for planning and allocation of resources as necessary.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Safety Committee
  - Appendix: G
- Investment Committee
  - Appendix: F
- Infrastructure Projects Report
  - Appendix: F

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

**Evidence:** Deep Springs College’s long-range capital and strategic planning support any projections of maintenance of all college infrastructure including improvements, upgrades, and replacement of existing equipment and facilities. Annual reports include projections of the budget for the next ten years to account for increases in costs relative to the college’s endowment and fundraising capabilities.

**Analysis:** As part of the long-range capital and strategic planning, the college recognizes the necessity of planning ahead. To this end, strategic planning accounts for the current condition of infrastructure, usage and the rate of upgrades, and replacement and projected increases in costs. Projections of costs and budgets are included in the college’s long-range capital planning to account for these increases in cost.
Changes and Plans Arising out of the Self-Evaluation Process:

Deep Springs College’s commitment to the establishment and maintenance of infrastructure and physical resources is ongoing. Continued oversight of all facilities and equipment have helped to maintain the integrity of all programs including the academic and labor pillars of the program. Reports to and from the Trustees of Deep Springs College Safety and Budget and Operations committees help facilitate this oversight and ensure that funds and resources are allocated adequately. These reports also ensure that long and short-term planning take into account all the considerations mentioned with respect to the overall budget and spending of the institution.

In addition to the most recent projects, which include the renovation of the museum and faculty and staff housing on campus, Deep Springs College has initiated the process of an extensive renovation and rebuilding of the college’s Boarding House (see the Quality Focus Essay). The planning and process with regard to this project are emblematic of the Deep Springs College mission. Feedback is being solicited from all relevant constituencies, including the Boarding House Manager, current students, faculty, staff, administration, and alumni. Plans and proposals are being developed, with development work already underway with respect to raising funds for the project. The college is in the process of refining the timeline for the project and preparing standby and supplementary resources for the duration of the project. In a larger context, renovations to campus completed in the late 1990s and early 2000s are being maintained appropriately to ensure the longevity of these improvements. All aspects of the ranch and farm operation are overseen by the appropriate staff who work in conjunction with the administration and the Trustees of Deep Springs to ensure that the labor program is safe and operational, that the appropriate resources are available, and that budget planning and long-term planning take into account the continued maintenance of all college infrastructure.

C. Technology Resources

1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

   Evidence: Technology services include internet and phone services, access to online research databases, IT support, and computer facilities accessible by all members of
the community. All of these services are adequate to support the college’s operation, academic programs, and support services.

**Analysis:** The quality of internet and phone services has improved measurably over the past few years, primarily due to the availability of an IT specialist. Deep Springs College has worked to ensure that services including internet and phone service and access to online resources are commensurate with the needs of all the college’s constituencies, especially with regard to the geographically isolated nature of the college. To this end, the college will work to ensure continued reliable access to these resources in order to further support its academic programs, support services, and general operation.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- IT Report
  - Appendix: E
- Deep Springs College Handbook: General Information
  - Appendix: D

2. The institution continuously plans for, updates and replaces technology to ensure that its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

**Evidence:** Technology infrastructure, specifically internet and phone services, have been maintained and upgraded to ensure greater quality and capacity, with special regard to the communication and research requirements of the college’s operations, services, and academic program.

**Analysis:** The demands of the administration, faculty, and staff for communication, research, and oversight are kept in perspective with the isolated nature of Deep Springs College and the Deep Springs College Student Body’s relationship to this isolation. The college recognizes the need for reliable technological infrastructure for all constituencies, and works to make improvements to ensure this reliability. Plans with regard to infrastructure upgrades and allocation of resources are made accordingly.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- IT Report
  - Appendix: E
- Deep Springs College Handbook: General Information
  - Appendix: D
3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

**Evidence:** All technology resources are located on one campus located in Deep Springs Valley, and are implemented and maintained to assure reliable access and security.

**Analysis:** See above.

4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

**Evidence:** In addition to technology systems, the college has an IT specialist available for support with regard to relevant programs, services, and operations. The IT specialist, Administration, and Office Manager work with all constituencies to ensure the availability of instruction and support.

**Analysis:** Deep Springs College allocates resources to ensure that technology infrastructure is available to support programs, services, and institutional operations. The college plans and allocates resources accordingly. The college also recognizes the need to maintain and upgrade these systems as necessary based on the needs and demands of all constituencies.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Academic Affairs Committee
  - Appendix: G
- IT Report
  - Appendix: E
- Deep Springs College Handbook: General Information
  - Appendix: D

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

**Evidence:** Policies and procedures regarding the appropriate use of technology in teaching and learning are included in the Deep Springs College Handbook sections on “Public Computers and Printers” and “Internet and Network Use Policies.”

**Analysis:** In concert with the appropriate standards of use of technology, Deep Springs College makes these policies and procedures clear to all college constituencies and enforces them accordingly.

- Deep Springs College Handbook: General Information
Appendix: D

Changes and Plans Arising out of the Self-Evaluation Process:

The current state of the technological resources is perhaps the best the college has ever seen, primarily due to the availability of an IT consultant and the investment by the administration and Trustees of Deep Springs in supporting IT infrastructure based on the recommendations of relevant bodies. Students of the college are guided to the appropriate use of technology resources, specifically within the context of both contemporary Student Learning Services as well as the larger mission of Deep Springs College.

Deep Springs College is committed to finding the appropriate and necessary balance between the college’s mission and the students’ need for technological resources. As part of the ongoing dialogue and assessment for both short- and long-term planning, Deep Springs College is working to ensure that the current systems maintain the levels of operation and reliability necessary. The Trustees of Deep Springs College also prioritizes the allocation of necessary funds and resources to maintain and improve the system whenever necessary, within continuing input from consultants and other individuals with appropriate background and expertise in the field.

D. Financial Resources
Planning

1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence: Deep Springs College financial planning and oversight with respect to development, budget and operations, and investment (including projections on spending and revenue) all incorporate support for the entire college program including the academic program, labor program (including the farm, ranch, and other facilities), and student support services (including IT, library, and mental health services). The college plans and manages its financial affairs to ensure that resources are available to support and enhance all of these while also accounting for various contingencies.

Analysis: Financial stability is of prime importance to Deep Springs College, especially considering the small size of the alumni population and the necessity of raising funds in addition to the endowment for annual costs of operation. To this end, Deep Springs College maintains diligent oversight of financial resources to ensure that all aspects of the college’s program are supported and enhanced as necessary.
2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

**Evidence:** Financial planning is fully integrated with the Deep Springs Springs College Mission and supports institutional planning. The Trustees of Deep Springs College review the budget and spending at each board meeting and in the form of a quarterly spending report. Annual budgets and monthly spending reports are made available to members of the community and the Annual Report is disseminated to alumni and other college constituencies.

**Analysis:** As part of its role in overseeing college policies and programs and ensuring the availability of resources to support these policies and programs, the Trustees of Deep Springs College work to maintain integration of financial planning with the Deep Springs College Mission and goals. The Budget and Operations Committee reviews the budget and spending, and the board periodically reviews the investment policy and endowment draw. To maintain both accountability and transparency, all budgets, financial statements, and spending reports are made available to relevant college constituencies.

3. 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.
Evidence: All constituencies of the college, including individual faculty, staff, and administration members as well as committees such as faculty committee, participate in the development of institutional plans and budgets. Input is submitted to the appropriate parties and included in recommendations to the Budget and Operations and Strategic Planning Committees for projected resource planning.

Analysis: Deep Springs College is committed to including all community constituencies in planning for maintenance, operation, and improvement of the college’s program. The college also relies on faculty and staff expertise to advise and make recommendations, and includes these recommendations in both short and long-term planning.

- Trustees of Deep Springs College Reports: Budget and Operations Committee
  - Appendix: G
- Budget Process Data
  - Appendix: F
- Strategic Planning - Meeting Notes and Recommendations
  - Appendix: C

Fiscal Responsibility and Stability

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

Evidence: Deep Springs institutional planning incorporates all available resources, including the endowment, donations, and grants, as well as any expenses and liabilities, and adjusts according to shifts or changes with regard to these factors.

Analysis: Deep Springs College maintains a realistic assessment of financial resource availability, development, and expenses, and makes necessary changes in planning whenever shifts in these assessments occur.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Fundraising Committee, Investment Committee
  - Appendix: G
- Deep Springs College Annual Reports
  - Appendix: F

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.
Evidence: Deep Springs College undergoes annual audits. Audits help to ensure the financial integrity of the college, and are used by the Trustees of Deep Springs College for resource allocation, planning, and budget decisions. The Trustees of Deep Springs College Board Audit Committee also reviews annual audit reports. The Deep Springs College Investment Committee meets quarterly and reports to the Trustees of Deep Springs College semi-annually. The Trustees of Deep Springs College uses all of this information to evaluate financial management practices and to improve them when necessary.

Analysis: Annual audits serve to ensure the financial integrity of the college. The Trustees of Deep Springs College serve as a vetting body, overseeing and reviewing audits, ensuring the integrity of the report, and using this information to guide planning and practices for allocation of resources, college expenditures, financial policies, and implementation of these policies and procedures.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G

6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence: The Trustees of Deep Springs College Budget and Operations Committee uses audits and also confirms accuracy of audit reports. This information is used when planning and allocating resources to support all student learning programs.

Analysis: Audits by external bodies work to ensure the credibility and integrity of the budget. The information is used by the Trustees of Deep Springs College to allocate resources in order to support all student learning programs.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.
Evidence: The Trustees of Deep Springs College Audit Committee reviews the annual audit and files reports to the Trustees of Deep Springs College as part of the Trustee Report.

Analysis: The structure of the Trustees of Deep Springs College includes review and response to external findings as part of a bi-annual process to ensure both oversight and a timely response.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G

8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence: The Trustees of Deep Springs College Audit Committee reviews Audit Reports. The Trustees of Deep Springs College Audit Committee and the Budget and Operations Committee are both evaluated regularly as part of the Trustees of Deep Springs College self-evaluation process.

Analysis: Evaluation of Audit Reports by the Trustees of Deep Springs College ensures the integrity of the reports as well as the external agency. The Trustees of Deep Springs College self-evaluation process is used to ensure the integrity of the board policies and processes, and to make improvements when necessary.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G
- Trustees of Deep Springs College Self Evaluation
  - Appendix: G

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence: Deep Springs College carries an operating reserve equal to 20% of the annual budget. The college has unrestricted liquid assets equal up to at least three years of projected expenses for annual operations. The Trustees of Deep Springs College and the CEO are designated to oversee the implementation of any recommended plans to appropriately deal with financial emergencies or unforeseen circumstances.
Analysis: The operating reserve and unrestricted liquid assets are part of the Deep Springs College long-term risk management planning to ensure that resources are available when needed. Governing parties are designated to implement necessary contingency plans.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  o Appendix: G
- Deep Springs College Annual Reports
  o Appendix: F

10. 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.

Evidence: The management of investments and assets is handled by the Trustees of Deep Springs College Investment Committee. The Policies and Practices of the Investment Committee are included in the Investment Policy Statement. Oversight of finances including liabilities is under the purview of the Trustees of Deep Springs College Budget and Operations Committee.

Analysis: The college has designated responsibilities for oversight of finances to appropriate Trustees of Deep Springs College committees, and ensures the effectiveness of the work of these committees through external audits as well as through the Trustees of Deep Springs College self-evaluation of the board and its committees.

- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  o Appendix: G

Liabilities

11. The level of financial resources provides a reasonable expectation of both short term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence: The college carries no long-term debt except purchase agreements between Deep Springs College and the Telluride Association, which creates a liability in 2026. A long-term investment plan exists for long-term liabilities in the Deep Springs College Investment Policy. Funds have been allocated to fulfill this debt on
schedule. The only short-term debt of Deep Springs College is for credit cards, and funds are allocated for these as part of the annual budget and annual expenses.

**Analysis:** Deep Springs College policies and planning account for both long-term and short-term debt. The long-term investment plan outlines policies regarding long-term debt with oversight from the Trustees of Deep Springs College Investment Committee. Short-term debt is included as part of the annual budget. The Trustees of Deep Springs College Budget and Operations Committee works with different college constituencies to help plan the annual budget based on any projected expenses.

* Deep Springs College Investment Policy
  o Appendix: F
* Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  o Appendix: G
* Deep Springs College Annual Reports
  o Appendix: F

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

  **Evidence - DN will do this section**

  **Analysis -**

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

  **Evidence:** Deep Springs College does not insure any local debt instruments.

  **Analysis:** See above.

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

  **Evidence:** Annual audits and the Trustees of Deep Springs College ensure that all financial resources, auxiliary activities, fund-raising efforts, and grants are allocated appropriately.
Analysis: Various institutional bodies and mechanisms, in particular the annual audits and Standing Committees of the Trustees of Deep Springs College (namely the Investment Committee and Budget and Operations Committee) work to ensure integrity with regard to the use and allocation of all financial resources.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G
- Trustees of Deep Springs College Handbook
  - Appendix: G

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence: N.A. No tuition or fees are levied for students attending Deep Springs College.

Analysis: See above.

Contractual Agreements

16. 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 and the quality of its programs, services, and operations.

Evidence: Contractual agreements with external parties are overseen by the Trustees of Deep Springs College. The board ensures that all agreements are consistent with the mission and goals of the college, governed by institutional policies, and contain provisions to maintain the integrity of the institution and its programs.

Analysis: Any potential misstep or misuse of contractual agreements is channeled through the Trustees of Deep Springs College, which works to ensure the integrity of agreements with respect to the college’s mission and programs.

- Audits
  - Appendix: F
- Trustees of Deep Springs College Reports: Budget and Operations Committee, Investment Committee
  - Appendix: G
Changes and Plans Arising out of the Self-Evaluation Process:

Financial integrity, transparency, and accountability are all priorities for Deep Springs College. Ongoing oversight through administration, the Trustees of Deep Springs College, and regular audits work to ensure that financial resources are kept at appropriate and necessary levels with regard to the endowment and fundraising. Deep Springs College continues to affirm that fiduciary obligations, budgets, and other commitments are properly vetted, and that all financial planning and transactions are accountable to both internal and external scrutiny.

The integrity and maintenance of the endowment and the continued emphasis on development help to ensure that the mission of “no tuition” is available to all admitted students. This financial integrity also helps ensure that the college can attract and keep highly qualified faculty and staff. To this end, Deep Springs College plans to continue existing policies and procedures for financial planning, budgeting, development, allocation of resources, liabilities and debts, and other transactions. Long and short-term budgets have taken into account the existing liabilities and the general upward trend in fundraising and growth of the endowment over the past seven years. The college plans to continue this work to ensure the financial stability and security of Deep Springs College for the next stage in the college’s future.

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.

Evidence: All the relevant constituencies of Deep Springs College— including faculty, staff, and administrators—are encouraged to incorporate innovation and
improvement into their areas of expertise in order to support and improve all aspects of the college’s program. Ideas are vetted through relevant committees and meetings (such as the Coordinating Committee, Faculty Committee, Staff Meetings, Community Meetings, and Trustees of Deep Springs College Plenary Sessions) and are presented to administrators. Changes that significantly affect the program are vetted through the Trustees of Deep Springs College so as to maintain oversight over the program with regard to the college’s mission and the allocation of resources.

**Analysis:** The structure, location, and mission of Deep Springs College all provide opportunities for both innovation and responsibility on the part of institutional leaders and staff in their areas of expertise. These factors also provide opportunities for community-wide decisions and improvements. Deep Springs College has systematic structures including committees, regular meetings, and Trustees of Deep Springs College reports to allow for the sharing and presentation of ideas in support of all institutional programs. Committees and constituencies meet on a regular basis and discuss any significant recommendations to the Trustees of Deep Springs College for discussion, approval, and allocation of funds.

- Committee Passovers and Descriptions
  - Appendix: C
- Sample Committee Meeting Notes
  - Appendix: C
- Strategic Planning - Meeting Notes and Recommendations
  - Appendix: C
- Trustees of Deep Springs College Reports
  - Appendix: G
- Bylaws of Deep Springs Corporation
  - Appendix: C
- Student Body Bylaws
  - Appendix: D
- Infrastructure Project Report
  - Appendix: F

2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

**Evidence:** In addition to the systematic structures outlined above, the mission of Deep Springs College includes the students’ beneficial ownership in the administration and decision making of the college operation. This beneficial ownership can most clearly be seen in the cases of the Deep Springs College Student Body’s Self-Governance, Committees (which are chaired by students with faculty serving as advisors), and student representatives on the board of trustees. All policies
regarding the descriptions of committee structure, the organization and role of the Deep Springs College Student Body, and the role of the Trustees of Deep Springs College, including student trustees, are outlined in the guidelines and descriptions for each committee and position.

**Analysis:** Beneficial ownership is a substantive part of the Deep Springs College program, with Student Self-Governance constituting one of the pillars of the college’s program, along with Academics and Labor. In many ways, the college structure maintains the integrity and the oversight responsibilities of administration, faculty, staff, and the Trustees of Deep Springs College, while incorporating all of these roles with the college’s mission to “take sound principles of teaching and learning to their practical limits” by allowing students to take and engage with these responsibilities.

- **Chart:** Organization of the Institution  
  - Appendix: C  
- **Deep Springs College Mission Statement**  
  - Appendix: C  
- **Committee Passovers and Descriptions**  
  - Appendix: C  
- **Trustees of Deep Springs College Handbook**  
  - Appendix: G  
- **Bylaws of Deep Springs Corporation**  
  - Appendix: C  
- **Student Body Bylaws**  
  - Appendix: D

3. Administrators and faculty, through policy and procedures, 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.

**Evidence:** Administrators, faculty, staff, and students have clearly defined roles in institutional governance with respect to both responsibility and oversight of their areas of expertise. Deep Springs College has policies and procedures in place to ensure that all constituencies engage in the creation of policies, planning, and budget in their areas of responsibility and expertise.

**Analysis:** Deep Springs College has policies and systematic structures in place to ensure that the roles and responsibilities of all relevant constituencies of the college (such as administrators, faculty, staff, and students) are included in policies, planning, and the budget.

- **Committee Passovers and Descriptions**  
  - Appendix: C  
- **Faculty Committee Description**  
  - Appendix: A  
- **Sample Committee Meeting Notes**
4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence: Faculty and academic administrators make recommendations with regard to curriculum and student learning programs and services through a variety of means, including the Curriculum Committee, Faculty Committee, and APRP. The Dean serves on the Curriculum Committee, which oversees hiring and retention of faculty, selection of curriculum, maintenance of curricular diversity, and creation and oversight of policies for students that include oversight of course overloads, independent and directed studies, and any other relevant matters. The Faculty Committee maintains policies and recommendations regarding the curriculum with special attention to the perspectives of faculty members. APRP provides an annual review of the Academic Policy through committee evaluation of the policy (particularly the Curriculum Committee and Faculty Committee), with recommendations for changes vetted through the Dean, the President, and the Trustees of Deep Springs College.

Analysis: The most recent procedure added to the institutional structures is APRP, which allows for the regular evaluation of the academic policy and student outcomes, and incorporates all relevant constituencies in concert with the college’s mission statement. Other committees, such as Faculty Committee, serve to evaluate learning outcomes, programs, and policies more specific to faculty and the faculty-related student support services. The Curriculum Committee provides oversight and implementation of the academic program and makes recommendations as necessary. As part of both the institutional system and pedagogical structure, committees have been designed to work in concert to allow collaborative work on oversight, evaluation, and recommendations to improve policies and learning outcomes.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence: The board and institutional governance of Deep Springs College ensure the appropriate consideration of relevant perspectives. The role and responsibilities of the Trustees of Deep Springs College are clearly outlined in the Trustees of Deep Springs College Handbook and policies. Included among these responsibilities are oversight and action with regard to institutional policies, plans, and their implementation.

Analysis: The role and responsibility of the Trustees of Deep Springs College and other administrative positions are designed to ensure appropriate evaluation and oversight, consideration of appropriate perspectives, consideration of appropriate perspectives, responsibilities, and areas of expertise relevant to making decisions, and timely action on institutional policies, plans, and their implementation.

- Trustees of Deep Springs College Handbook
  - Appendix: G
- Job Description – President
  - Appendix: A
- Job Description – Dean
  - Appendix: A
- Job Description – Director of Operations
  - Appendix: C
- Bylaws of Deep Springs Corporation
  - Appendix: C
- Student Body Bylaws
  - Appendix: D

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence: All processes for decision making and the resulting decisions are documented and disseminated among the constituencies of Deep Springs College.

Analysis: Deep Springs College policies and publications ensure transparency. Processes for decision making and decisions are documented and disseminated among the college’s constituencies.

- Trustees of Deep Springs College Reports
  - Appendix: G
Deep Springs College Annual Reports
  o Appendix: F
Deep Springs College Alumni Newsletters
  o Appendix: I
Deep Springs College Website: www.deepsprings.edu
  o Appendix: I

7. Leadership roles and the institution’s governance and decision-making policies, procedures, 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.

Evidence: Policies on evaluation of leadership roles include evaluation of the President by the Deep Springs College Student Body, annual evaluations of administrators by the President, evaluation of the President by the Trustees of Deep Springs College, and regular self-evaluation by the Trustees of Deep Springs College. The results of these evaluations, including recommendations, are shared with all relevant constituencies.

Analysis: As part of the Deep Springs College commitment to integrity with regard to governance and decision making, leadership roles are reviewed regularly with parties evaluated by the relevant constituencies. The dissemination of processes and evaluations help maintain integrity, transparency, and accountability within the processes and policies of the college.

Trustees of Deep Springs College Handbook
  o Appendix: G

Changes and Plans Arising out of the Self-Evaluation Process:

The organization of Deep Springs College adheres to the college’s mission of beneficial ownership for students while maintaining the integrity of policies, programs, decision-making, and oversight. Responsibilities are shared among the Student Body, the administration, and the faculty and staff, with final say given to the President and to the Trustees of Deep Springs College, who are ultimately responsible oversight of the college’s operation. The ongoing evaluations at all levels and positions of the college operation occur on a regular basis. Faculty and staff are evaluated at least once a year, and faculty are further evaluated for each class taught. All students (including those in leadership positions) are evaluated by the Review and Reinvitations Committee. The President of the college evaluates the performance of all staff members. The Trustees of Deep Springs College also performs self-evaluations on a regular basis.

The organizational structure, delegation of responsibilities, input from all constituencies, and evaluative processes are all robust and working in concert with the college’s mission and operation to help sustain existing programs, and improve the quality of learning outcomes.
and achievement. Deep Springs College plans to continue these evaluative processes as part of its ongoing integration of more formal standards and procedures. Examples of these include community-wide meetings to discuss priorities with regard to strategic planning, Trustees of Deep Springs College self-evaluations as part of an regular process, the continued evaluation of the academic program and its policies through regular formal discussion between relevant constituencies, and the continued reports of all aspects of the college program brought to the Trustees of Deep Springs College for biannual board meetings.

B. Chief Executive Officer

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

   **Evidence:** The CEO/President’s responsibilities are comprehensive and encompass all standards outlined above. These responsibilities are included in the Policy on President’s Duties and are described in the following passage:

   “Consistent with...Deep Springs’ mission, the president involves and engages the student body with very significant responsibility for administrative functions; he or she also delegates significant responsibility to other college officers including the faculty and staff. But he or she is held responsible by the board for the results, and is granted authority by it.”

   **Analysis:** As CEO, the President of Deep Springs College has the unique role of oversight of college policies and programs while also ensuring students’ beneficial ownership of aspects of the program as part of the Deep Springs College educational program. To this end, the roles and responsibilities of the CEO are outlined in the Policy on the President’s Duties, and are overseen and evaluated by relevant college constituencies, specifically the Deep Springs College Student Body and the Trustees of Deep Springs College.

   - Job Description – President
     - Appendix: C

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

   **Evidence:** Responsibilities of the CEO/President commensurate with this standard are included in the Policy on the President’s Duties.

   **Analysis:** The responsibilities of the Deep Springs College CEO include both planning and oversight of the administrative structure as well as the delegation of any relevant responsibilities. Due to the relatively small size of Deep Springs College, the
hiring of qualified faculty and staff (including administration) is critical to maintaining a balance with regard to the delegation of roles and responsibilities within the college organization and operation.

● Chart: Organization of the Institution
  ○ Appendix: C
● Job Description – President
  ○ Appendix: C
● Job Description – Dean
  ○ Appendix: C
● Job Description – Director of Operations
  ○ Appendix: C

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

• establishing a collegial process that sets values, goals, and priorities;
• ensuring the college sets institutional performance standards for student achievement;
• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
• ensuring that the allocation of resources supports and improves learning and achievement; and
• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence: The responsibilities of the CEO/President commensurate with this standard are featured in the Policy on the President’s Duties, and include the following:

“- articulate and advance the aims of the college, and to protect its integrity and reputation”

“- seeing that trustee policies, decisions, and directives are implemented…evaluation of the faculty and staff, the academic program & policies, and the labor program…monitoring of student body decisions.”

“- preparing and meeting budgets, maintaining accreditation, and hiring and training faculty and staff.”

Analysis: As part of the responsibilities of the Deep Springs College CEO, the President of Deep Springs College is in charge of the oversight of academic policies
and programs, the implementation of these policies and programs, the establishment of standards for student achievement, the integration of educational planning with resource allocation, and the establishment and maintenance of procedures to evaluate planning and implementation of these policies with regard to the Deep Springs College Mission Statement.

- Job Description – President
  - Appendix: C

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

**Evidence:** The responsibilities of the CEO/President commensurate with this standard are featured in the Policy on the President’s Duties, and include the following:

   “- preparing and meeting budgets, maintaining accreditation, and hiring and training faculty and staff.”

**Analysis:** The Deep Springs College CEO has the primary role in ensuring the college meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission Policies, and works to ensure that all faculty, staff, and administrators are in compliance with these requirements.

- Job Description – President
  - Appendix: C
- Organization of the Self-Evaluation Process
  - Self-Study Standard: C

5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

**Evidence:** The responsibilities of the CEO/President commensurate with this standard are featured in the Policy on the President’s Duties, and include the following:

   “- the president is expected to articulate and advance the aims of the college, and to protect its integrity and reputation.”
“The president is appointed by and serves at the pleasure of the board, and is responsible for seeing that trustee policies, decisions, and directives are implemented.”

**Analysis:** The duties of the Deep Springs College CEO include the implementation of board policies including control of budgets and expenditures. All of these are overseen by college constituencies, specifically, in this case, the Trustees of Deep Springs College, which is responsible for reviewing the performance of the CEO.

- Job Description – President
  - Appendix: C
- Trustees of Deep Springs College Reports
  - Appendix: G

6. The CEO works and communicates effectively with the communities served by the institution.

**Evidence:** The CEO of Deep Springs College regularly communicates with college constituencies through various publications including the Annual Report, the Alumni Newsletter, Fundraising and Development events including gatherings, the alumni news section of the website, communications to the immediate Deep Springs College community, and letters to the Deep Springs College Student Body.

**Analysis:** The duties of the CEO include regular communication with all relevant constituencies. The college works to maintain publications and platforms for communication.

- Deep Springs College Annual Reports
  - Appendix: F
- Deep Springs College Alumni Newsletters
  - Appendix: I
- Deep Springs College Website: www.deepsprings.edu
  - Appendix: I
- Sample Communication from the President to the Student Body
  - Appendix: C
- Sample Fundraising Letters
  - Appendix: F

**Changes and Plans Arising out of the Self-Evaluation Process:**

All roles and responsibilities are described in the job description for the Deep Springs College President, covering a responsibility for oversight of all programs including the academic and labor pillars of the program. Other responsibilities include oversight of all personnel, implementation of statutes and regulations, leadership in the context of accreditation, communication with all relevant constituencies of the college, and above all,
ensuring that the college policies and programs adhere to the college’s mission statement, and that all resources and funds are allocated accordingly.

Deep Springs College is meeting all standards and requirements with regard to its Chief Executive Officer. The college and the Trustees of Deep Springs College recognize a need for strong leadership and sound judgement as well as comprehensive understanding of the college’s mission statement. The Chief Executive Officer must understand what a Deep Springs College education involves and how to implement it effectively. To this end, the college has worked to maintain qualified, experienced leadership in this role, and to maintain both institutional integrity and continuity. With the continued oversight and evaluation of the Chief Executive Officer’s performance from all appropriate college constituencies, including the Trustees of Deep Springs College and the Student Body, Deep Springs College aims to maintain high standards of performance and to assure institutional integrity at the highest level.

C. Governing Board
1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

   **Evidence:** The responsibilities and authorities of the Trustees of Deep Springs College are included in the Policies section of the Trustees of Deep Springs College Handbook. The Policies section clearly states the relevant policies, which include sections on the Code of Ethics, Committee Structure and Responsibilities, policies and procedures for maintaining the quality of all college programs, and policies and procedures for maintaining the financial stability of the institution.

   **Analysis:** The responsibilities and authorities of the Trustees of Deep Springs College are outlined clearly within the Trustees of Deep Springs College Policies and include the responsibilities outlined above.

     - Appendix: G

2. The governing board acts as a collective entity. Once the board reaches a decision all board members act in support of the decision.

   **Evidence:** The Trustees of Deep Springs College Handbook states that

   “Trustees shall act only on the basis of the best interests of Deep Springs as a whole, not interests promoted by individuals or groups.”
Analysis: The Code of Ethics Policy clearly states the college’s commitment to a standard of the governing board acting as a collective entity and not promoting policies and procedures based on the interests of the self or the group.

  - Appendix: G

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence: The Trustees of Deep Springs College are in the process of drafting an updated policy for evaluating the President of the college, based on existing policies while integrating these with duties and responsibilities that expand and evolve over time. The time frame for this review is included within the next academic year. The Trustees of Deep Springs College will draft an updated policy in spring of 2017 and use this for evaluation of the President in fall of 2017.

Analysis: Deep Springs College and the Trustees of Deep Springs College affirm the need for evaluative processes regarding oversight of the college and the President as main administrator of college policies and programs. To this end, the Trustees of Deep Springs College have committed to updating the policy for evaluating the president and instituting this as formal policy and procedure within the next academic year.

  - Appendix: G
- Job Description – President
  - Appendix: C

4. The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence: The Trustees of Deep Springs College operate as an independent policy-making body reflecting public interests with regard to educational quality. The Trustee Code of Ethics Policy includes a Conflict of Interests section, which sets a policy to avoid conflict between the interests of the institution and individual financial, personal, or political interests and pressures.

Analysis: The Code of Ethics Policy delineates what constitutes a conflict of interest, and sets guidelines for ensuring that board members adhere to standards as an independent policy-making body not subject to conflicts or pressures.
5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

**Evidence:** The Trustees of Deep Springs College policies are designed to ensure the oversight of various services and resources and the quality, integrity, and improvement of student learning programs, and are outlined in the Trustees of Deep Springs Handbook. Section G, Subsection V of the Trustees of Deep Springs College handbook is titled Goals and Procedures of the Academic Affairs Committee, and specifically covers oversight provided by the Dean’s report regarding the academic program.

**Analysis:** Oversight of the quality and integrity of the academic program and student services is incorporated in the Trustees of Deep Springs College policies as part of the Academic Affairs Committee. This oversight includes an agenda for the review of reports from all standing committees, and the dean’s report on the state of the academic program and academic resources.

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

**Evidence:** The Trustees of Deep Springs College Bylaws and policies specifying the size, duties, responsibilities, structure, and operating procedures are included in Section F of the Trustees of Deep Springs College Handbook, and are kept in a physical database on the Deep Springs College campus and in the Deep Springs College community-accessible file server.

**Analysis:** Deep Springs College ensures that the Trustees of Deep Springs College Bylaws specifying the board’s structure and responsibilities are made available and accessible to the college community and constituencies.
7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

**Evidence:** The policy for Ongoing Self-Evaluation is included in Section G of the Trustees of Deep Springs College Handbook, Trustees of Deep Springs Policies. The board engages in evaluation of their own performance with regard to oversight of the college program, finances, and executive leadership. Discussions of these goals are informed by written evaluations of individual trustees and are used for reference in self-evaluations.

**Analysis:** As part of the comprehensive evaluative process, the Trustees of Deep Springs College has instituted regular self-evaluation of policies, bylaws, and general performance regarding the board and its fulfillment of oversight and administrative duties. Recommendations are made accordingly, in order to optimize the policies and programs of the college as well as the performance of the board.

  - Appendix: G
- Trustees of Deep Springs College Self-Evaluations
  - Appendix G

8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

**Evidence:** The Trustees of Deep Springs College policies ensuring the fulfillment of goals for student success are outlined in the Trustees of Deep Springs College Handbook, specifically in Section G, subsection V of the Trustees of Deep Springs College Policies, titled Goals and Procedures of the Academic Affairs Committee. This section specifically covers oversight of the Dean’s report on the academic program which includes data on student outcomes and goals, including data about curricular diversity, the number of courses offered, independent and directed studies, and qualitative outcomes for colleges of transfer and credits transferred to other institutions.

**Analysis:** Oversight of policies regarding student success are incorporated in the Trustees of Deep Springs College policies as part of the Academic Affairs Committee, specifically featuring the Dean’s report which summarizes the state of quantitative and qualitative learning outcomes, goals, and strategies.

  - Appendix: G
9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

**Evidence:** The policies on Succession and Orientation are included in the Trustees of Deep Springs College Handbook within Section G, in subsection: Policy for Trustee Succession and Policy for Orientation of New Members of the Board of Trustees. These policies outline the procedures for the Board Member Search Process, Selection Criteria, Review of Prospective Members, and Nomination and Re-Election of Board Members. The Orientation Policy covers the process for mentoring new members by the chairman, vice-chairman, and the chairs of the standing committees, including student members of the board and the college’s general counsel.

**Analysis:** To ensure the integrity in selecting members of the board and the continuity within the board as a governing board, policies on succession and orientation are outlined with the Trustees of Deep Springs College Policies. As with all policies and procedures, these are evaluated regularly as part of the Trustees of Deep Springs College Self-Evaluation process.

  - Appendix: G

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

**Evidence:** See section C.7 above.

**Analysis:** See section C.7 above.

  - Appendix: G

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial
interest in the institution. Board member interests are disclosed and 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. (ER 7)

**Evidence:** See sections C.1 and C.4 above

**Analysis:** See sections C.1 and C.4 above

  - Appendix: G

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

**Evidence:** The responsibilities of the CEO/President are outlined in the Policy on the President’s Duties, as seen in the following passage:

“The president is appointed by and serves at the pleasure of the board, and is responsible for seeing that trustees policies, decisions and directives are implemented...he or she is held responsible by the board for the results, and is granted commensurate authority by it.”

**Analysis:** The role and responsibilities of the CEO/President with respect to the board are outlined in the Policy on the President’s Duties. The policy ensures both the accountability of the President to the Board and the independent oversight responsibilities of the President.

- Job Description – President
  - Appendix: C

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

**Evidence:** The Trustees of Deep Springs College is informed about Eligibility Requirements, Accreditation Standards, Commission Policies, accreditation process, and the college’s status through reports from the President. The status of the college with regards to Commission policies and standards are included in the Trustees of Deep Springs College discussions, strategic planning, and allocation of resources. As part of the accreditation process, the board participates in a self-evaluation of its performance as part of standards and accountability.

**Analysis:** As part of the process of integrating Commission standards, guidelines, and principles into the governance of Deep Springs College, the Trustees of Deep Springs College has maintained oversight with regard to all aspects of accreditation and
accreditation processes including SLOs, Self-Study, and the role and responsibilities of the board with regard to this process.

- Trustees of Deep Springs College Reports
  - Appendix: G
- Trustees of Deep Springs College Self Evaluation
  - Appendix: G

**Changes and Plans Arising out of the Self-Evaluation Process:**

The guidelines and policies for integrity, institutional organization, ethics, oversight of the Chief Executive Officer and the college programs and operations are all outlined in the Trustees of Deep Springs College Handbook and policies. Some policies and procedures have been developed based on accreditation standards, which have helped the Trustees of Deep Springs College ensure continued improvement, effectiveness, and accountability on their part. The Trustees of Deep Springs College oversees all aspects of the college programs in adherence with the college mission statement. These aspects include the allocation of resources, long- and short-term planning, and ensuring that the college is meeting all relevant standards and requirements. The body of the Trustees of Deep Springs College is the ultimate authority for financial responsibility and institutional integrity.

Currently, this oversight is operating extremely well. The Board is staffed by highly qualified individuals notable for their work and contributions in their various areas of expertise. In addition to other processes and procedures being introduced to other aspects of the college, the Trustees of Deep Springs College is working to integrate more formal and regular self-evaluations as part of the long-term planning and accountability including updates to evaluating the college President. In addition to this, the Trustees of Deep Springs College have formalized policies and procedures for succession as well as for the orientation of new members. The Board is committed to using standards as a guide for maintaining the integrity of existing structures and using oversight and self-evaluation to improve performance, organization, and accountability as it works to help fulfill the mission of Deep Springs College.

**D. Multi-College Districts or Systems**

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

**Evidence:** Deep Springs College does not maintain any multi-college districts or systems. The entire program is located on one campus in Deep Springs Valley.

**Analysis:** N.A.
2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.
Quality Focus Essay

As part of the Self-Study process, Deep Springs College has identified three “action projects.” The college has gathered and analyzed data to strategize and prioritize based on the current state of the policies and programs of the college, including infrastructure and student support services. This data analysis also takes into account both short- and long-term goals. From a careful analysis of all aspects of the current program, Deep Springs College has selected the following three areas as action projects. Detailed descriptions, analyses, and planning agendas follow:

1. Evaluation / Self-Evaluation of Student Self-Governance
2. Renovation of the college’s Boarding House
3. Creation of a centralized physical database of organizational information

Evaluation / Self-Evaluation of Student Self-Governance

Over the past six years, Deep Springs College has worked steadily to complete comprehensive reviews of the Academic and Labor pillars of the college’s program. As part of its long-term strategy, the college plans to start work on a review of the third pillar, Student Self-Governance, in 2017, using the reviews of Academics and Labor as a template. As in previous reviews, responsibilities will be allocated based on areas of experience and professional expertise.

For this project, the President, Dean, Director of Operations, and Trustees of Deep Springs College will work in conjunction with the Deep Springs College Student Body and its officers, including the Student Body President, Student Body Trustees, Chairs of Standing Committees, and other elected officers. As in previous studies, the data collection process will include surveys sent to alumni of both quantitative and qualitative data, historical research on the evolution of Student Self-Governance at Deep Springs College, reviews of Student Self-Governance with regard to the college’s Mission Statement, and the development of learning outcomes with respect to this pillar of the Deep Springs College program.

As in other reviews, the Mission Statement will be key in guiding research and data collection and helping shape SLOs. The initiation of this review should begin in 2017 with a larger project fully underway by the Midterm Report. The anticipated outcomes for this review include:

- Updated information and background on the history of Student Self-Governance at Deep Springs College
- A comprehensive review of Student Self-Governance using quantitative and qualitative data from alumni
- The development of SLOs with regard to Student Self-Governance that can be used as a standard metric for measuring learning outcomes
- More formalized policies and processes regarding Student Self-Governance constructed with institutional accountability and memory in mind.

The development of SLOs and the formulation of policies in this regard are the most immediate contributors to improving academic quality and institutional effectiveness.

**Renovation of the college’s Boarding House**

At Deep Springs College, communal spaces serve as both educational and living spaces. The Main Building houses faculty and administrative offices as well as the college’s library, Main Room (for community events), and guest accommodations. The Boarding House serves both functional and pedagogical ends: students work with the Boarding House Manager in the context of the college’s Labor Pillar, and the Boarding House Manager oversees the cooking and presentation of meals, as well as resource and space management within the Boarding House building. The Boarding House also serves as an extension of other living areas for all community members, functioning as a space for discussions, community events, and hosting events for alumni and other visitors.

In preparation for the upcoming renovation of the Boarding House, Deep Springs College has used the community as a resource to research the regular use of the current Boarding House, positive and negative aspects of the existing space, and other relevant objectives with respect to the function of the Boarding House and its role in the larger community. From the meetings determining community use of the Boarding House and finding suggestions for potential improvements, the college has determined the priorities and overall costs of the renovation. Priorities include rebuilding the Boarding House to meet earthquake codes (a process that will include the demolition of the existing structure), design work, and construction of new infrastructure.

Proposed changes include increased space, integration of indoor and outdoor spaces, consolidation of food preparation and storage spaces and areas, increased energy efficiency, and updated utilities. Design work has commenced this year and should be complete in 2017; construction is projected to begin in 2018. Parties involved in the project will include the President, the Director of Operations, the Boarding House Manager/Cook, relevant staff members, the Student Body, and members of the larger Deep Springs College community. Anticipated outcomes for the project include the improvement of the Boarding House as both a pedagogical space for labor and as a multi-use space for community and pedagogical purposes. The inclusion of students in the planning and oversight of the project serves as part of the educational experience for student body members, especially those who will be on campus during the renovation. All of these items point toward immediate outcomes of the process with respect to the values of academic quality and institutional effectiveness.

(See infrastructure report for more details).
Creation of a Centralized Physical Database and Archive of Organizational Information

As part of the previous self-studies and the subsequent recommendations from the Visiting Team, Deep Springs College has recognized the need not only for more formal processes, but also from greater accountability with regard to record-keeping to support policies and programs, academic quality, and institutional effectiveness. The fact that Deep Springs College is a two-year program has some drawbacks, the most prominent being its short institutional memory. Gathering supporting evidence for this self-study was much easier than for previous reports, with relevant information kept within the digital files of administration, staff, and the Student Body.

The college now recognizes that it could be organizing and formalizing record-keeping in ways that support institutional effectiveness and provide resource to all members of the community. The list of documents to be stored in the Centralized Resource Database includes the Deep Springs College Handbook, the Academic Catalog, Committee and Labor Position Passovers, information regarding student services including the Library, financial data including recent budgets and audits, rosters of students, staff, administration, and trustees, and other information relevant to the college’s organization. The full chart of stored information can be found in Appendix C: Organization of the Institution. The list includes information on how far back physical records will be kept and how often these physical records should be updated. Digital copies of most files will be kept in an administrative database.

The team working on this project will include the President, the Dean, the Director of Operations, the Office Manager, relevant staff and faculty, Student Body officers, and Student Body contributors to the project. The collection of data began in the fall of 2016, and the completion of the project is slated for the Spring of 2017. The Dean has been designated in charge of ensuring that data is updated according to a regular schedule, and will work in conjunction with the President, Office Manager, and Student Body to oversee the maintenance and improvement of the database.

Anticipated outcomes for the project include:

- Increased effectiveness of policies and programs
- Increased institutional memory and access to organizational documents
- More formalized timelines for the review of existing policies and procedures
- Greater continuity between classes of students with regard to policies and programs

All of these benefits point toward immediate outcomes with respect to academic quality and institutional effectiveness. Providing greater organizational structure to existing programs will benefit all members of the community including students, staff, faculty, and administration.
Changes and Plans Arising out of the Self-Evaluation Process:

The self-evaluation process provides an opportunity for Deep Springs College to evaluate its college programs from multiple perspectives using the standards as basic guidelines.

Based on this Self-Study:

1. The state of the college program is robust. Learning outcomes are meeting and exceeding standards, with respect to both the accrediting commission’s standards and those of the college itself. The college mission statement is regularly evaluated, and continues to serve as a touchstone for all aspects of the college’s programs.

2. More formal processes and policies are increasingly being integrated into the college’s program. Results of this wave of implementation includes more extensive institutional memory, greater accountability and use of evaluative processes, and the increased use of formal reports and procedures. The use of GODSAP to evaluate Student Learning Outcomes and the use of APRP to evaluate academic policies and programs are both examples of this.

3. As these processes and policies are integrated, Deep Springs College also acknowledges that this is an ongoing process. For example, the review of the third pillar of the Deep Springs College Program—Student Self-Governance—will begin within the next two years. The development of standards and guidelines with respect to this pillar will follow soon after.

4. The Deep Springs College program is working to adhere to its mission statement while also integrating student support and other resources typically available to students in contemporary learning environments. To this end, the college aims to strike an appropriate balance between the core mission of the college and the consistent provision and accessibility of necessary support services such as access to online resources, IT, and other communications and technology tools.

5. With regard to learning achievement and outcomes, Deep Springs College has met and surpassed outcomes from previous years. The record of curricular diversity, credits completed, transferrable credits, and other achievement outcomes is strong. In addition to this, efforts to increase the diversity of both the applicant pool and admitted students has increased as well.

6. The organization of the college is functioning well. Faculty, staff, administration, and trustee positions are currently filled by well-qualified individuals. The evaluation processes for individuals, as well as the overall organization, are part of the biannual Trustee Reports and Trustee Meetings, and ensure the all college programs are operating well and that sufficient resources are available for allocation when necessary.
7. The financial status of the college is also robust. Investment oversight and continued fundraising have allowed the college to maintain high levels of quality with regard to organization, staff, programs, and facilities.

Changes Made in Response to Self-Evaluation Process with the Proposed Timeline:

2016 - 2017 The creation of the Centralized Resource Database. The Centralized Resource Database is a database for records of existing programs and policies. Backup digital copies will be maintained by the administration for further safekeeping.

2017 – 2017 The implementation of standards and guidelines for Student Learning Outcomes with regard to Deep Springs College’s Labor Program. These standards and guidelines are known as the Goals of the Deep Springs Labor Program (GODSLAP).


Ongoing Projects and Processes:

- Review of the Deep Springs College Mission Statement college
- Use of and review of existing standards and guidelines including GODSAP and APRP
- Regular review of college-set standards for learning and achievement outcomes
- Regular review of existing student support services to ensure that they are meeting the needs of the student population, especially with regard to developments in technology, resource, and networked online resources
- Assessment of existing infrastructure to gauge for necessary or recommended upgrades, replacements, and other updates to ensure that the integrity of existing structures and equipment is supporting the college programs
- Oversight of investments, fundraising, budgets, and other aspects of the college’s financial resources to ensure appropriate planning & availability of funds to support the college’s programs.
- Regular Evaluation of the college’s organization including the President, Administration, Faculty, Staff, and Trustees of Deep Springs College (The Trustees of Deep Springs will be evaluated through the use of a self-evaluation process).