

### **Chapter 3**

## **RESPONSES TO CONCERNS RAISED BY THE 1993 NCA VISITING TEAM AND OTHER CHANGES**

During Earlham's last re-accreditation review in 1993, the visiting team noted three specific concerns. Each of these concerns is reiterated here, along with a detailed account of how the college has responded in the ensuing years.

In addition, we describe a number of other changes occurring at the college during the last decade.

#### **Concern 1: Enrollment and Finances**

---

During Earlham's last review, the visiting team expressed concern about weaknesses in Earlham's enrollment and the detrimental impact of these weaknesses in enrollment on the college's financial condition:

*Since the financial stability of Earlham is dependent on net tuition revenue, it is essential that current efforts to manage enrollment and financial aid expenditures continue.*

Like nearly all colleges and universities, Earlham has depended, and continues to depend, on tuition revenue to fund its educational mission and operations. Since the last accreditation visit, the college has worked to improve its overall financial position, and specific efforts have focused on increasing student enrollment while controlling the growth of financial aid expenditures.

After arriving at the college in 1997, President Bennett initiated a repositioning effort (described in greater detail in Chapter 4 on Administration, Governance, and College Operations). The aim of this repositioning effort was to improve the college's financial situation by increasing enrollment to 1,200 students. Specific initiatives led to improved market research data, a new set of admissions and recruiting materials, enhanced communications (including a greatly improved website), and an emphasis on student retention.

As described in more detail in the next chapter, we believe these initiatives are succeeding. Trends over the last several years have been very positive. Applications are up 33 percent over the last five years, and reached their highest volume ever during last year's recruiting cycle. And, if this year's entering class is predictive, we are well on our way to achieving our goal of

consistently enrolling 1,200 students. This year's entering class – the largest in Earlham's history – is not only remarkable for its size. Yield was up sharply to 32 percent from 29 percent in the previous year, and the median SAT score for this class rose by ten points.

Earlham is deeply committed to meeting the financial need of our students. At the same time, competitive pressures have forced the college to begin offering merit aid to recruit more of the very best students we admit. As at all other small private colleges, financial aid expenditures have grown considerably over the last decade to over \$9.0 million per year. Merit aid expenditures have increased faster than other types of financial aid, but still represent less than one-third of the total financial aid awarded by Earlham. We have attempted to hold the line on overall financial aid discounting. Since 1999 when our discount rate exceeded 45 percent, we have experienced a trend in which the discount rate has fluctuated between 39 and 42 percent of gross tuition revenue. We are keenly aware that the long-run financial health of the college depends on reducing this discount rate.

Based on recommendations stemming from a comprehensive review of our financial aid strategies by a team of outside consultants, we increased the size of our merit awards for the class entering in the fall of 2003 in an effort to recruit more of our very best admitted students. We believe the recruiting effectiveness of our strategies is evident in this year's entering class, but at the same time, the effectiveness and financial implications of these changes in our financial aid policies are being thoroughly reviewed and assessed.

During its recent history, the college has also benefited by the absolute and relative size of its endowment. The rise in the equity markets, especially during the last half of the 1990s, contributed to the rapid growth of the college's endowment. At the end of the last fiscal year, the overall value of the college's endowment was approximately \$311.5 million, while the portion dedicated to the college was valued at approximately \$217.5 million. Of 654 colleges and universities participating in a survey compiled by the National Association of College and University Business Officers during 2003, Earlham had the 132<sup>nd</sup> largest endowment. If only the college portion of the endowment had been considered, Earlham would have ranked 173<sup>rd</sup> among the surveyed schools.

Endowment income currently contributes nearly \$6.6 million annually to the college's operating budget, representing approximately 20 percent of the income. Together, endowment income and annual giving represent roughly one-fourth of the college's operating budget. So, while Earlham still relies on tuition revenue to fund approximately three-fourths of its operating budget, we are in a much more favorable position than many other small colleges that are more dependent on tuition revenue to fund their operations. We also know that we must continue to raise large amounts of money to endow scholarships and relieve the impact that financial aid expenditures have on our operating budget. While we are only now having very preliminary discussions about the next capital campaign, our Strategic Plan commits us, as a first priority of any capital campaign, to raising additional endowment to fund scholarships and other types of financial aid.

To summarize, we are fully aware of the importance of achieving long-run financial stability and we know that this is closely tied to our success at consistently enrolling 1,200 students. We believe the college, though still heavily reliant on tuition revenue, now has a stronger enrollment outlook, and we are committed to maintaining or even reducing our financial aid discount rate.

## **Concern 2: Institutional Research**

---

The visiting team also strongly encouraged the college to strengthen its commitment to institutional research and to using rigorous data analyses to better inform decision-making:

*There should be a more systematic process of organizing and analyzing institutional research data. This process, which should involve increased use of technology, will be a great help to financial and other planning, admissions, assessment and academic records and should result in efficiencies and reliability of the data used for decision making.*

In response to this concern by the team that visited the college in 1993, the college's institutional research capabilities have been significantly augmented. Earlham has added a full-time Associate Director to supplement a regular faculty member who serves as Director of Institutional Research (25). We have also joined the Higher Education Data Sharing project (HEDS), a consortium of 138 colleges and universities that share a broad range of institutional data with one another (23). President Bennett has been instrumental in developing the National Survey of Student Engagement (NSSE), and Earlham is now a regular participant in NSSE surveys (24).

As noted in Chapter 2, following re-accreditation in 1993, the college also created an Assessment Committee and charged that committee with overall responsibility for overseeing the assessment of Earlham's educational and co-curricular programs. Many examples throughout this report will illustrate the college's commitment to assessment and evaluation, to conducting qualitative and quantitative research to better understand issues and problems, and to incorporating rigorous data analysis in our planning and decision-making (5). Beyond the assessment of our educational and co-curricular programs, we are now conducting a good deal of institutional research to assess the effectiveness of our administrative operations, including our many recruiting and retention initiatives.

Our ability to do effective institutional research has been augmented by the college's considerable investment in information technology. We are now developing the ability to use our administrative computing capabilities and the college's management information system (Banner) more effectively to bring objective data to bear on key decisions. Significantly, we now have a culture that expects important decisions to be made based on solid evidence and objective data. The Strategic Plan is a model of how we have put such evidence to effective use.

### **Concern 3: Declining Library Budget**

---

Finally, declining financial support for the Earlham libraries concerned the visiting team:

*The current trend in the declining acquisitions budget for the library should not continue. Adequate acquisitions can be complemented by access to information electronically.*

Long considered among the finest undergraduate libraries in the nation, the Earlham libraries had their acquisition budget cut by 12 percent during the 1992-1993 academic year and then increased by only one percent during the 1993-1994 academic year, the time of the last visit by an NCA visiting team. Given the decrease in funding during the year prior to that team's visit and the very small increase during the actual year of the team's visit, it's not surprising that team members were concerned about the college's commitment to maintaining the excellence of the Earlham libraries.

Since the 1993-1994 academic year, Earlham has pursued a number of initiatives to insure that its library facilities – the Lilly Library and the Wildman Science Library – maintain and enhance their strengths as undergraduate teaching and research libraries. Much of this effort has come in the form of financial support. While the actual level of support has varied from year to year, the average annual increase in the Earlham libraries' acquisition budget over the last ten years is eight percent.

Over this same time frame, the Earlham libraries have also been able to close a persistent gap between the actual acquisition budget and an internal benchmark or recommended "maintenance budget," which is calculated by adding five percent annually to the acquisition budget the libraries enjoyed during the 1991-1992 academic year, a year in which acquisition funding was deemed adequate. Data on the Earlham libraries' acquisition expenditures, the benchmark maintenance budget, and the difference between the two are summarized in the table below.

**The Earlham College Libraries  
Acquisitions Expenditures**

<i>Year</i>	<i>Actual acquisition expenditures</i>	<i>Percent change</i>	<i>Benchmark maintenance budget</i>	<i>Difference</i>
1991-1992	\$292,686			
1992-1993	248,002	(12)%	\$296,820	\$(48,818)
1993-1994	249,953	1%	311,661	(61,708)
1994-1995	271,641	9%	327,244	(55,603)
1995-1996	313,016	15%	343,607	(30,591)
1996-1997	310,064	(1)%	360,787	(50,723)
1997-1998	343,102	11%	378,826	(35,724)
1998-1999	354,459	3%	397,768	(43,309)
1999-2000	402,246	13%	417,656	(15,410)
2000-2001	440,141	9%	438,539	1,602
2001-2002	425,019	(3)%	460,466	(35,447)
2002-2003	491,762	16%	483,489	8,273
2003-2004	532,607	8%	507,663	24,944

In addition to increasing the Earlham libraries' acquisition budget by an average of eight percent annually over the last ten years, the college has increased overall library expenditures so that they are at or near the median level of library expenditures of other colleges in two regional consortia, the Associated Colleges of the Midwest and the Great Lakes Colleges Association. The following table shows Earlham's library expenditures per student and its acquisition expenditures per student, and compares and contrasts these expenditure levels with comparable data from the ACM and GLCA colleges.

**The Earlham College Libraries  
Expenditures per Student Compared to Peer Institutions**

<i>Year</i>	<i>-----Total library expenditures per student-----</i>				<i>-----Acquisition expenditures per student-----</i>			
	<i>Earlham</i>	<i>ACM/GLCA Median</i>	<i>Earlham % of median</i>	<i>ACM/GLCA range</i>	<i>Earlham</i>	<i>ACM/GLCA median</i>	<i>Earlham % of median</i>	<i>ACM/GLCA range</i>
1978	\$300	\$223	134.5%	\$140 – 452	\$113	\$76	148.7%	\$41 – 139
1984	402	429	93.7%	237 – 791	144	151	95.4%	\$64 – 261
1989	560	552	101.5%	322 – 1,039	197	203	97.0%	\$112 – 489
1994	692	813	85.1%	480 – 1,545	218	248	87.9%	N.A.
1999	937	965	97.1%	640 – 1,891	332	335	99.1%	\$227 – 814
2002	1,071	1,065	100.6%	217 – 1,917	363	372	97.6%	\$192 – 832

Since the last accreditation team's visit, the Earlham libraries have also expanded the range of their online resources. Today, for example, the libraries have access to over 11,570 on-line journals and periodicals. These new online resources have been funded through a reallocation of funds within the libraries' acquisition budget. To illustrate, in 1993-1994, the libraries spent just over \$15,000, or approximately six percent of the total acquisition budget on databases and on-line search tools. For the 2003-2004 academic year, the

libraries have budgeted \$180,000, or over 34 percent of the total acquisition budget, for online resources (19).

In summary, the unfavorable library budget trends that had preceded the last accreditation team's visit were reversed in the mid- and late 1990s. Funding of the Earlham libraries is now at a level that is consistent with our own internal benchmarks. And, relative to other colleges in the Associated Colleges of the Midwest and the Great Lakes Colleges Association, Earlham's support for its libraries consistently place it at or near the median level for these colleges.

And, in spite of past shortfalls in library funding, at no time over the last decade has the commitment of the library staff to outstanding service to the Earlham College community wavered. We are pleased to report that in 2001, Earlham's Lilly Libraries (Lilly and Wildman) received the Excellence in Academic Libraries Award from the Association of College and Research Libraries.

Concluding, we have been successful in addressing the major concerns expressed by the 1993 NCA visiting team and believe that we have strengthened the college as a consequence.

### **Suggestions from the NCA Visiting Team**

---

The 1993 NCA visiting team offered additional observations and advice at the conclusion of their review of the college. We have given these suggestions consideration and have responded to many of them. Here we note some of the most significant alterations.

In several areas of the college, a need for improved facilities was noted. Our two greatest accomplishments have been the construction of the \$13 million Athletics and Wellness Center which opened in 1999 and the opening of the \$13 million Landrum Bolling Center in 2002. Now Earlham offers first-rate athletic facilities in support of our own programming and we are able to serve fitness and recreational needs of our local community. The Landrum Bolling Center is now the center for the social science departments that had been inadequately housed in the old Tyler Hall. Other units of the college were moved from dispersed parts of the campus so now the building has become a lively academic and student services center for the college. While some renovations have been made in residence halls, campus houses, and in Fine Arts, these areas are still in need of improvement. During their fall 2003 meeting, the Earlham Board of Trustees approved the construction of a new residence hall to begin in the spring of 2004 and ready for occupancy in the fall of 2005. Specific facilities needs have been identified in the Strategic Plan as key commitments for the future and focal points for fund-raising in the next capital campaign and they will be directly addressed in our master plan discussions and documents.

Some of the staffing needs identified by the visiting team were resolved favorably, most significantly in the area of Mathematics and Computer Science. We have three FTE in Mathematics, as recommended by the team. We shifted position descriptions in Mathematics and Computer Science so that we could hire

a person whose whole time is devoted to Computer Science, joining the ½ time person who had been coordinating it alone. We are no longer “borrowing” so many faculty in Mathematics and Physics for Computer Science. The increasing number of Computer Science majors testifies to the effectiveness of strengthening this program. In some other areas of the college, particularly the interdisciplinary programs, staffing is still thin, especially due to key retirements. Funding additional faculty positions and finding ways to sustain our interdisciplinary programs are priorities for fund-raising in the next capital campaign.

### **Other Changes in the Last Decade**

---

**Change to a Semester Academic Calendar.** In the fall of 1996, Earlham College began following a two-semester academic calendar for the first time the early 1960s. An examination of this change illustrates how consensus as a governance procedure operates at our institution and the role that assessment played in making adjustments to the new calendar.

Earlham operated for over three decades under a three-term calendar in which students took three courses each term. This calendar served the college well in many ways, particularly in allowing students to focus their energies on only three courses at one time. Nevertheless, faculty periodically promoted the idea of changing to a semester calendar and this was seriously considered twice in the last 15 years. In both of these cases, the Faculty Meeting failed to reach consensus to change and thus under our consensus form of governance, we remained with the status quo. This was a frustration for those eager for a change, but accepted as the collective judgment of what was best for the college at those points in time.

In the mid 1990s, faculty raised the issue again, pointing to many of the same reasons that had prompted consideration in the past. In particular, there had been a longstanding dissatisfaction with the short break between the two terms spanning January to June and also the late finishing date which precluded students and faculty from participating in early summer internships, workshops, field camps and conferences. For some disciplines, it was thought that a longer time span would allow for better learning. Of additional significance, the college was then facing a number of problems that might be addressed in part by a calendar change. Enrollment and retention might be improved if Earlham followed a semester calendar familiar to applicants, with only two start and stop points per year as opportunities for students to leave the college. Budget constraints also came into the picture as we imagined that some cost savings would accrue and perhaps a feeling of chronic busyness would diminish if we paced ourselves by two semesters rather than three terms.

This time, the faculty reached consensus to change to a semester calendar. It was not an easy decision and we listened carefully to those who felt such a change might damage our academic program. Central in this regard were departments, like Biology, which depend on a warm weather field season. To address these needs, we included a May Term in the calendar thus allowing for short, intensive courses during late spring. Another concern was the potential

impact of the change on international programs. Would it be more difficult for students to schedule an off-campus experience that required one half of an academic year rather than one third of a year under the term system? Would it be more difficult for students in majors that have tightly sequenced curricula for their completion, such as many science departments? To track these concerns, we added a provision that we would assess the impact of the change three years hence and make adjustments as necessary.

The faculty reached unity in deciding that a move to a new calendar was the best for the college overall and that we had taken into account as best as possible, potential drawbacks to the change. Thus, once the decision was made, the whole faculty became committed to moving forward and we forged ahead with optimism that we would fulfill the following goals: to enhance our academic program, to improve student retention, to reduce overall workload and busyness of faculty, staff, students, and to reduce college costs.

The planned assessment for the calendar change occurred in Fall 1998. We collected data and consulted widely across the campus regarding the effectiveness of the semester calendar in enabling us to reach our stated goals. In addition, we investigated questions that had arisen regarding aspects of operating on semesters. Overall, our assessment demonstrated success in addressing most of our goals, although some of the initial concerns about the semester calendar did persist. In response to the findings of the assessment process, we have been able to make adjustments in our calendar. We have extended the mid-semester break to two days, extended the registration period to three weeks, and extended finals and reading days at the close of the semester.

Many departments have found that the calendar system enhances their academic program. The increased number of weeks in courses under the semester calendar provides a longer time for students to assimilate ideas or work on research projects. On the other hand, the loss of the field season is keenly felt by the Biology Department and only partially compensated for by May Term courses. Some faculty feel the richness of course offerings has decreased and this may contribute to the increasing number of independent studies that faculty now supervise.

The May Term has proved to be a very useful aspect of our calendar. In addition to the predicted field courses, faculty from many departments have used the May Term to offer experimental classes that probably would not be offered as semester-long courses for a variety of reasons. Also, May Term has been especially popular with the Art Department because it allows the Art faculty to offer additional opportunities for students to take courses that are always over-enrolled during the regular academic year. This department typically offers five or more courses each May Term.

International programming has also benefited from the change to semesters. While there was some initial concern that students would find it more difficult to spend one half of an academic year abroad rather than the one third of the year under the three-term calendar, this has not proved to be the case. Students still participate in semester programs in large numbers. In addition, there has been a steady growth in the number of off-campus courses offered

## *Responses to Concerns*

during the May Term. These allow faculty to try things that they might not be able or choose to do as a semester offering. For many students, the May Term off-campus programs provide opportunities for additional study abroad and they participate in one or two May Term courses in addition to spending a semester abroad.

Having two semesters ending earlier than our three-term calendar has had the desired effect on opportunities for students and faculty outside of the academic year. Students report getting better jobs with the earlier start date and they are able to participate in a wider range of summer programs and internships. Faculty appreciate a May ending to the academic year and they also benefit from a sabbatical policy which now provides faculty with one semester off at full pay or one year off at half pay.

The impact on the Athletic Program has been positive. Recruitment is better with the longer time period for visits by prospective student athletes in the fall and Earlham seems more attractive to those student athletes whose summer job prospects will improve with the earlier end to the year's calendar. Integrating competitive athletics into campus life is made easier because less of the fall sports pre-season training takes place prior to the arrival of the rest of the student body, because the fall sports no longer end during the final exam period, and because the basketball teams do not remain into winter break past departure of other students.

Both enrollment and retention have improved since the change to semesters yet it is hard to definitively attribute the calendar as a causative factor. During the same period, the college has been engaged in a number of initiatives as part of our Repositioning Plan to increase the size of the student body and it is difficult to delineate the separate roles of the various changes. The calendar does not appear to have an impact on students' decisions to come to Earlham. Administratively, the admissions process is made easier by the two start, two stop calendar but campus visits are affected by the ending of the academic year before the end of May.

There appears to be a cost-savings to the college of approximately \$200,000 annually. A small portion of this can be attributed to lower food costs during the shortened time athletes are on-campus outside of the regular academic year and other minor cost-savings. Primarily, the monetary benefit is due to increased tuition revenue related to lower attrition and/or the fact that students leaving the college midway through the year, have paid the college a higher proportion of the full tuition cost than under the term system.

Where our calendar has not proved to have been effective is in reducing our workload and overall feeling of busyness. Under semesters, faculty and students juggle more courses at one time while maintaining the same level of additional activities such as committee work or service projects. With more activities to schedule, it is particularly difficult to find times when groups can meet. Scheduling major events is more difficult in the fall since two weekends are lost before and after Thanksgiving and it is harder to spread out activities when they are divided among two time periods rather than three.

Some units of the college have an increased workload without an increase in staffing and altered work conditions. The International Programs Office is now handling many more off-campus courses during the May Term, for instance. The Bookstore has difficulty shelving books for half of the curriculum at a time compared with just one third as before. No one reports feeling less busy. While the college's Wellness Committee is presently investigating the phenomenon of busyness, solutions to our sense of busyness have yet to be found.

Earlham has been successful in making adjustments to address some problems that have been revealed in our assessment of the change to the semester calendar. For instance, we have lengthened the time period allotted for studying for and taking final exams in response to expressed concerns that additional time was needed. Increased competition for classroom space, in particular the use of computing labs for courses, has been addressed by instituting an online system of scheduling computing labs and improving communication among needing to share the facilities. Difficulties in overall campus scheduling of events are coming under control through the work of a newly created position of Events Coordinator.

**A New General Education Program.** In November 2002, the Earlham faculty approved a comprehensive revision of its General Education Requirements (14), Earlham's largest curricular reform since 1967. This is part of Earlham's long-held dedication to curricular change and improvement that has included the introduction of interdisciplinary teaching in the early 1970s and the adoption of our highly successful Humanities Program in the late 1970s. In addition to these major educational transformations, smaller curricular changes are ongoing at Earlham. Between 1971 and 1983, for example, the college's Curriculum Committee and its successor, the Curricular Policy Committee, laid down and replaced, on average, fifteen per cent of the college's courses. In subsequent years, change occurred within departments and programs through the more frequent offering of occasional, topical courses and the internal revision of courses that retained former names and numbers.

Within the last ten years, however, there was increased recognition that the college's General Education Requirements stood in need of critical review and, perhaps, systematic revision. Mellon grants of 1994/95 and 1995/96 funded faculty groups to devise hypothetical new curricula that were reviewed by the Curricular Policy Committee in Spring 1997. The discussions of the Mellon proposals revealed two common complaints, namely that Earlham lacked a diversity requirement and a quantitative requirement.

It was possible to work on these matters while deferring for a time the proposition of grander schemes. The institution of a diversity requirement called MIR (Multiculturalism-Interculturalism Requirement) in the fall of 1999 was timely because it showed that change was possible, and made the subsequent project of sweeping change possible. It was also helpful that faculty in the Humanities Program in 1999/2000 and in 2000/01 undertook difficult and searching conversations that led to major changes that also pointed to the need for further change.

This need found a forceful statement in a memo written by Bill Buskirk of Biology in Spring 2001. The memo suggested that the college reduce the number of requirements and increase the amount of elective work required of students. On this urging, the Curricular Policy Committee appointed a sub-committee of two students, teaching faculty from four divisions, the Registrar, and the Associate Academic Dean to meet and devise a new system. During the Fall 2001, this sub-committee completed a proposal and sent it to the Curricular Policy Committee for discussion and emendation. The proposal was discussed in four meetings of the whole faculty in Spring 2002, approved in principle, elaborated and detailed in Implementation Committees that met in the summer of 2002, and was discussed and finally approved in November 2002. The new requirements took effect for all current students during Spring registration, 2003, and its new courses for first-year students were offered fall semester, 2003.

The principles and the curriculum of the General Education Program are presented in detail in Chapter 5 where we describe the liberal arts tradition at Earlham College.

**Masters of Arts in Teaching Program.** Earlham College is accredited to offer the Masters degree in teaching as well as a degree at the Baccalaureate level. Since 1960, our only Masters program has been the Earlham School of Religion, the first accredited Quaker theological seminary in the world. In 2001, Earlham College approved a new Masters of Arts in Teaching, a program that we believe to be an equally distinguished addition to the college. A premise of this new program has been expressed by Paul Lacey, Earlham College Professor Emeritus, as follows:

*“It is worth acknowledging, in all humility, that, though there are many great, beautiful, noble callings for human beings – ministry, healing, protecting the powerless through the law, making art, music, and literature, the most wonderful things that human beings are privileged to do – none of them is more valuable to the human race, to the future of the planet, or to our own souls, than the work of teaching.”*

When Earlham was founded as the Friends Boarding School in 1847, its mission was to prepare students for Quaker schools. This tradition of teacher training continued for well over a century until the college discontinued its elementary and secondary teacher certification programs and provisions were made for our students to receive certification through Indiana University East or Masters programs at other universities. These opportunities still exist and students may also pursue a minor in Education at Earlham as preparation for private school teaching or graduate school preparation. Also, Earlham offers a minor in Outdoor Education in cooperation with our long-standing Wilderness Program.

Still, a desire for an Earlham-based teacher training program leading to licensure persisted and a survey of students conducted in 2001 revealed overwhelming support for an Earlham graduate program. This would allow students to acquire a strong liberal arts background as an undergraduate and devote their attention to professional training at the graduate level.

Under the leadership of Randall Shrock, Earlham Professor of History and Education and current M.A.T Director, and Debbie Rickey, an experienced teacher, principal and the Assistant Director of the M.A.T, Earlham has created an M.A.T. program based on the same Quaker principles put forth in the Earlham College Mission Statement. These principles lead to central goals in program. Among them is to develop teachers who can prepare students to be morally sensitive individuals taking active roles in society. Also in keeping with Quaker beliefs, we aim to produce teachers who are respectful of individuals and who value diversity. Consistent with Earlham's mission to encourage individuals to be open to new truths and to improve the world, teachers from our program are expected to be researchers and leaders in the profession. Earlham College is an ideal setting for such a program given our own preponderance of creative and dedicated teachers.

The M.A.T. program is based on a cohort model in which each entering class, with a target size of 18-24 students, proceeds through the 11-month program as a group. Classes begin in early June and students are certified to teach the following May. One last class is taken during the first year of teaching following certification. The awarding of the Masters degree follows successful completion of this final class.

Cooperation among students develops over the course of this cohort program and is central to providing an on-going supportive community even as students disperse to begin their teaching. The program is designed for Bachelor's degree-holding students who have majored, minored or had a significant curricular concentration in history, political science or government, psychology, sociology, English, mathematics, biology, chemistry, physics, geology, and modern foreign languages, as well as selected interdisciplinary programs.

Our M.A.T. program has been accredited by the State of Indiana Professional Standards Board. Certification is offered at the middle and high school levels in social studies, English/language arts, math, science, and modern foreign languages. An Institutional Report was presented to the ISPSB in 2002 and our accreditation was granted in 2003. This report fully outlines the conceptual framework for the program and describes how the following Indiana standards are met:

1. *Candidate Knowledge, Skills, and Dispositions.* Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutions standards.
2. *Assessment System and Unit Evaluation.* The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.
3. *Field Experience and Clinical Practice.* The units and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and

## *Responses to Concerns*

demonstrate the knowledge, skills, and dispositions necessary to help all student learn.

4. *Diversity*. The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and disposition necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.
5. *Faculty Qualifications, Performance, and Development*. Faculty are qualified and model best professional practice in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.
6. *Unit Governance and Resources*. The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidate to meet professional, state, and institutional standards.

These standards are consistent with the NCA General Institutional Requirements and the NCA Criteria for Accreditation. We refer to the Earlham College Masters of Arts in Teaching Institutional Report for complete documentation.

In its first year, our M.A.T. program successfully graduated eight students and 16 have enrolled in the next cohort beginning their studies in June 2003.