

Midterm Report

Deep Springs College

*HC 72, BOX 45001
Dyer, NV 89010 - 9804*

Submitted to: Accrediting Commission for Community and Junior
Colleges, Western Association of Schools and Colleges

March 15, 2021

Deep Springs Midterm Report

Certification Page

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

*Sue Darlington, President
Deep Springs College*

*HC 72, BOX 45001
Dyer, NV 89010 - 9804*

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

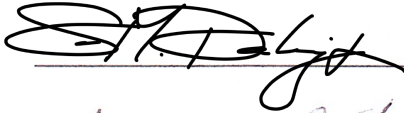
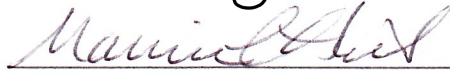
	<i>Signature</i>	<i>Date</i>
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Report Preparation

Preparation for the 2021 midterm report began after the last Self-Study in 2016 when the Deep Springs College President, David Neidorf, began consultation with Justin Kim. Justin Kim worked on the college's last two reports, served as the Academic Dean from 2008-2010, and taught at Deep Springs from 2014 – 2019.

In 2018, David Neidorf contracted with Justin Kim to oversee preparation of the 2021 midterm report. Justin Kim was contracted to work in conjunction with the current Academic Dean Sarah Stickney, Director of Operations Padraic MacLeish, Board Chair Marina Hsieh, and incoming President Sue Darlington.

Justin Kim met with the Trustees of Deep Springs in 2018 and 2019 in preparation for the midterm report. He presented the Trustees of Deep Springs with updates on the college's responses to recommendations from the previous ACCJC team visit on the status of Quality Focus Essay projects, and on preparation for the 2021 midterm report. These updates were included in the college's biannual reports to the Trustees of Deep Springs.

In 2020, Justin Kim assembled a team of students to help gather data and evidence for writing the midterm report. Justin Kim and the team of students reported regularly to the college President, college administrators, and Trustees of Deep Springs about progress made on the midterm report.

Justin Kim and the team of students submitted a draft of the midterm report for President Sue Darlington and Board Chair Marina Hsieh to review.

The midterm report was submitted to ACCJC on March 15, 2021.

Plans Arising out of the Self-Evaluation Process

Changes and Plans Arising out of the Self-Evaluation Process from DS 2016 Self-Study Report:

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*

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Trustee Reports and Trustee Meetings and ensure 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).

2017 – 2019 A review of third pillar of Deep Springs College program: Student Self Governance and the development of standards and guidelines for Student Learning Outcomes with regard to this review.

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*

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- *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)*

Midterm Report on Plans Arising Out of Self-Evaluation Process

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.

Deep Springs continues to evaluate learning outcomes with respect to both the accrediting commission standards and the standards of the College itself. Deep Springs recognizes the value of standards for learning outcomes in maintaining quality and continuity of programs. To this end, Deep Springs has worked to integrate and use standards for learning outcomes as a metric for the Deep Springs program including academic and labor pillars (GODSAP and GODSLAP). Regular evaluations of courses and students occur through academic and committee evaluations. Regular reports on all aspects of the College program are reported to the Trustees of Deep Springs on a biannual basis. Disaggregate data on academics and admissions as well as student outcomes after Deep Springs are used to measure learning outcomes.

the College mission statement is evaluated annually by the Student Body and the Trustees of Deep Springs – specifically in light of coeducation, the College has worked to ensure that the program adheres to its mission while also meeting the needs of incoming students.

EVIDENCE:

- [Centralized Resource Database List \(CRD\)](#)
- [Goals of the Deep Springs Academic Program \(GODSAP\)](#)
- [Sample Course Descriptions and Evals using the GODSAP](#)
- [Academic Policy Review Process \(APRP\) – including Meeting Notes and Recommendations](#)
- [Goals of the Deep Springs Labor Program \(GODSLAP\)](#)
- [Sample Faculty Narrative Evals of Students](#)
- [Sample Faculty Rehire Evals](#)
- [Sample Evaluations of Staff](#)
- [Sample Evaluations of Student Labor](#)
- [Sample Review and Reinvitations Committee \(RCom\) Evaluations](#)
- [Trustees of Deep Springs \(TDS\) Policy on CEO Review](#)
- [Sample Trustees of Deep Springs review of CEO](#)
- [Disaggregate Student Achievement Data \(including Transfer Data\)](#)

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- [Deep Springs College Mission Statement](#)
- [Meeting Notes on Review of Mission Statement](#)

2. More formal processes and policies are increasingly being integrated into the College's program. Results of this wave of implementation include 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.

Deep Springs has worked to integrate more formal processes and policies into the College's program. Deep Springs recognizes that institutional memory can be short – particularly at a school like Deep Springs where students attend for two years and where there may be more turnover in administration, faculty, and staff. Deep Springs also recognizes that these formal processes and policies allow the College to maintain standards of accountability and evaluative processes.

Examples of this include the Goals of the Deep Springs Academic Program (GODSAP) and Academic Policy Review Process (APRP), both of which use standards to evaluate learning outcomes. The Goals of the Deep Springs Academic Program allows for evaluation of the academic program at the levels of curricular goals, adherence to the College's mission, and curricular goals and standards. The Academic Policy Review Process allows for examination and evaluation of the academic policy by all involved constituencies including students, faculty, administration, and the Trustees of Deep Springs. Both of these are integrated into the existing program to ensure accountability, understanding and evaluation of existing policies, and procedures for changing policies through evaluation and discussion.

Other examples of formal processes include the College's Centralized Resource Database. This database includes contact information for students, faculty, staff, and administration, the mission statement, documents on the organization of the institution, Trustees of Deep Springs and Student Body bylaws, the handbook and academic policy, descriptions for required courses, policies on student services, committee descriptions and Passovers, labor position descriptions and Passovers, Trustees of Deep Springs information and reports, budget reports, fundraising data and reports, annual reports, admission and transfer data, and the previous accreditation self-study. Information in this database is updated on a regular basis and maintained by administrators and students.

EVIDENCE

- [Centralized Resource Database List](#)
- [Goals of the Deep Springs Academic Program \(GODSAP\)](#)
- [Sample Course Descriptions and Evals using the GODSAP](#)
- [Goals of the Deep Springs Labor Program \(GODSLAP\)](#)
- [Disaggregate Student Achievement Data \(including Transfer Data\)](#)

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

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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.

Deep Springs does acknowledge that this is an ongoing process. Deep Springs also acknowledges the need for integration of policies and processes in the Student Self-Governance pillar, especially in light of the need for institutional memory and continuity as described above. With regards to review of the third pillar (Student Self-Governance), Deep Springs was slated for this review in 2017-2018 when coeducation became a reality for college. At that time, a great deal of committee and administrative resources were redirected toward preparation and planning for coeducation. This planning process included the creation of committees—such as the Coed Transition Committee, the Sexual Misconduct Committee, and subcommittees on Student Life, Health and Safety, and First-Year Orientation—and also included the review of existing college policies, procedures, facilities, and other aspects of the Deep Springs program and infrastructure in light of coeducation. These committee and administrative processes resulted in the proposal and implementation of changes to the College’s program and infrastructure to prepare for coeducation in consultation with the Trustees of Deep Springs.

With coeducation well underway in 2020, a pivot to the review of the Student Self-Governance pillar was again postponed by the COVID-19 pandemic. From March of 2020 until the present, Deep Springs has focused on maintaining a safe environment for students, faculty, and staff. Committee and administrative resources turned towards these endeavors, and students were kept off campus during the spring of 2020 and Term 4 (December–February) of 2020-2021. As pandemic concerns abate, the College is prepared to begin its review of Student Self-Governance, which will be similar to the previous review processes of the academic and labor programs. The self-governance review will follow these general guidelines: assess the program from all relevant constituencies, assess the program with respect to the College's mission statement, assess the program with respect to the Student Body population, and assess the program with respect to learning outcomes. Those standards, which are similar to the Goals of the Deep Springs Academic Program and the Goals of the Deep Springs Labor Program, will be developed with regular and appropriate assessment by students, faculty, staff, administrations, and the Trustees of Deep Springs. By the next self-study, evaluation, and implementation of policies with respect to Student Self-Governance should be well underway.

EVIDENCE

- [Goals of the Deep Springs Academic Program \(GODSAP\)](#)
- [Sample Course Descriptions and Evaluations using the GODSAP](#)
- [Goals of the Deep Springs Labor Program](#)
- [Coeducation Report](#)
- [Pandemic Response Report](#)

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

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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.

College resources for student support are evaluated regularly and assessed for their ability to meet the needs of students while also striking a balance with the College's core mission, which includes the isolated nature of the College's location and program. For example, wifi and phone infrastructure have been updated, bandwidth capacity has been increased, and there are fewer internet interruptions and outages based on weather. At the same time, the Student Body is given discretion to determine adequate usage by members of the Student Body with regards to the internet. In consultation with the College's administration and the Trustees of Deep Springs, the Student Body has, on several occasions, recommended that students limit use of the internet for purposes other than academic research, committee work, or transfer applications. While this comports with the College's core program, it also recognizes the need for technology, online resources, and other communication tools to ensure integrity of the academic program and college committee and administrative work. To similar ends, the College has worked to provide students with access to mental health resources such as counseling with a licensed psychologist and psychiatrist via online sessions. In this respect, the College has more options than previously available based on its isolated geographical location.

Deep Springs continues to assess its access to technology, IT, and communications in order to support student services. Regular reports on changes are provided to the community and in biannual reports to the Trustees of Deep Springs.

EVIDENCE

- [IT Report](#)
- [Library Report](#)
- [Policy on Counseling Services](#)
- [Evaluation of Counseling Services](#)
- [Trustees of Deep Springs reports](#)

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.

Deep Springs continues to strive for strong outcomes with regards to credits completed and transferred as well as diversity with regards to curriculum, applicants, and admitted students. Since the last Self-Study, diversity in recruitment, applications, and admissions has become a core aspect of the Applications Committee. To this end, the Diversity Committee has been rolled into the Applications Committee. The Applications Committee examines trends in recent groups of applicants using data on type of education (public, private, home-schooling, college), race/ethnicity, gender, levels of parent of education, and geographical location as well as

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standardized test scores and GPAs. This data is included in the disaggregate data on classes and is used by the Applications Committee on everything from generating application questions to training readers on potential biases to providing objective guidelines for assessing applications (and applicants). Alongside coeducation and admitting women into the Deep Springs Student Body, trends in applicant and student diversity reflect these efforts.

With respect to credits completed and transferred, Deep Springs continues working to maintain strong outcomes here. The Curriculum Committee works with the academic dean and reports regularly to the Trustees of Deep Springs on diversity of subjects and courses offered. Data on curricular diversity, credits offered, course enrollment, and credits completed are included in the disaggregate academic student achievement data report. Deep Springs also works with colleges of transfer to ensure that coursework done at Deep Springs is transferable when permitted by the program and policies at schools of transfer.

EVIDENCE

- [Disaggregate Student Diversity Data](#)
- [Disaggregate Student Achievement Data](#)
- [Trustees of Deep Springs Academic Affairs Committee Notes](#)
- [Trustees of Deep Springs Dean's Reports](#)
- [Sample Application](#)
- [List of Colleges of Transfer](#)

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 that all college programs are operating well and that sufficient resources are available for allocation when necessary.

Deep Springs works to maintain qualified faculty, staff, trustees, and administration. When positions need to be filled, the College works to find qualified individuals to ensure steady, successful operation of the program. College constituents work together to find candidates that are not only qualified for the position but are also good matches for the unique Deep Springs program and community. One good example of this is the president's search in 2019. The Trustees of Deep Springs worked in conjunction with the Student Body, faculty, staff, and administration to solicit applications, interview applicants on campus, and make recommendations.

The succession committee of the Trustees of Deep Springs recommends individuals for the board. Regular evaluation of faculty, staff, and administration by the Student Body and members of the community helps to ensure the success of the program. Biannual reports to the Trustees of Deep Springs provide opportunities for the College to ensure that sufficient resources are available as needed.

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EVIDENCE

- [Deep Springs Mission Statement](#)
- [Organization of the Institution Chart](#)
- [Roster of Members of the Trustees of Deep Springs](#)
- [Job Descriptions – President, Dean, Director of Operations](#)
- [The Trustees of Deep Springs’s Policy on CEO Review](#)
- [Sample Trustees of Deep Springs Review of CEO](#)
- [Faculty CVs](#)
- [Sample Course Evaluations](#)
- [Sample Faculty Rehire Evaluations](#)
- [Job Descriptions – Staff Positions](#)
- [Staff CVs](#)
- [Sample Evaluations of Staff](#)
- [Trustees of Deep Springs Reports](#)
- [Sample Job Search Listings](#)
- [Trustees of Deep Springs Self-Evaluations](#)

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.

The financial status of the College continues to be robust. The CEO provides regular updates to the Trustees of Deep Springs with respect to the annual budget and to college expenses, and the Development Director provides regular updates to the Trustees of Deep Springs with respect to fundraising. The Trustees of Deep Springs Investment Committee is charged with oversight of the endowment and with tracking investments, particularly when markets show signs of volatility or change. The Deep Springs budget process includes all college constituencies to ensure allocation of resources as needed. Actions by the College has helped the College maintain its quality of staff, programs, and facilities while also working to improve all of these as needed. Examples of this includes fundraising for infrastructure projects such as the new Boarding House and new faculty housing.

EVIDENCE

- [Budget](#)
- [Recent Audits](#)
- [Fundraising Data](#)
- [Boarding House and Infrastructure Report](#)

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

2016 Self-Study Report	Current Status
<i>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.</i>	The Centralized Resource Database is located in administrative offices at Deep Springs and is available to the Student Body, faculty, staff, and administrators. Information is updated regularly and kept for an appropriate period of time to help ensure continuity and institutional memory. Backup digital copies are maintained by the administration.
<i>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).</i>	The Goals of the Deep Springs Labor Program standards are being implemented into the labor program, using the Goals of the Deep Springs Academic Program policies and processes as templates. Staff members are receiving guidance on use of the Goals of the Deep Springs Labor Program to measure learning outcomes and evaluate the effectiveness of the labor program with regards to the Deep Springs mission.
<i>2017 – 2019 A review of third pillar of Deep Springs College program: Student Self Governance and the development of standards and guidelines for Student Learning Outcomes with regard to this review.</i>	Delayed timeline due to implementation of coeducation and pandemic response. Deep Springs plans to begin work on its review of Student Self-Governance in time for next Self-Study report.

Ongoing Projects and Processes:

2016 Self-Study Report	Current Status
<i>Review of the Deep Springs College Mission Statement college</i>	Review of the Deep Springs mission statement occurs annually by the Student Body. The Trustees of Deep Springs also review the mission statement on a regular basis.
<i>Use of and review of existing standards and guidelines including GODSAP and APRP</i>	Existing standards and guidelines are reviewed regularly. The GODSAP has been integrated fully into the academic program as a guide for measuring learning outcomes and evaluating effectiveness of courses. The APRP happens each year with review of the academic policy by the Curriculum Committee, the Faculty Committee, and, if

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	recommendations for changes are made, the CEO and the Trustees of Deep Springs.
<i>Regular review of college-set standards for learning and achievement outcomes</i>	Review of standards for learning and achievement outcomes occur through evaluations of all aspects of the academic program, including disaggregated student achievement data.
<i>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</i>	Review of student support services includes surveys of student use and access to mental health resources, student use and access to IT and library resources, and reports on library and IT resources. Regular reports to the Trustees of Deep Springs, as well as budget reports, ensure that needs of the Student Body are met.
<i>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</i>	Regular reports to the Trustees of Deep Springs help ensure that resources maintain the integrity of existing structures and equipment, including upgrades to IT and building infrastructure.
<i>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.</i>	The Trustees of Deep Springs maintain regular oversight of investments and fundraising. Budget process are comprehensive and work to ensure allocation of resources to support the College's programs.
<i>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)</i>	Evaluation occurs at all levels. Faculty and staff are reviewed regularly (at least biannually) by students and administration. The CEO is reviewed annually by the Trustees of Deep Springs. The Trustees of Deep Springs use a self-evaluation process to ensure effectiveness of board.

Response to Team Recommendation for Improvement

Team Recommendations from DS 2016 Self Study Report:

Team Recommendations

Recommendations to Meet the Standards

None

Recommendations for Institutional Effectiveness

Recommendation 1

In order to improve institutional effectiveness, the team recommends the College document and effectively communicate the purpose, discussion, recommendations, and decisions of College committees and meetings. (Standard I.B.1; I.B.6; IV.A.6)

Recommendation 2

In order to improve institutional effectiveness, the team recommends the College complete the resource allocation processes which includes goals, objectives, methods of assessment, analysis, results, and how the results are used for improvement. (Standard I.B.1; I.B.9; ER 19)

Recommendation 3

In order to improve institutional effectiveness, the team recommends the college establish an integrated planning model to clearly connect the goals and assessment of the three pillars (academics, labor, and self-governance). (Standard I.B.1; I.B.9; ER 19)

Recommendation 4

In order to improve institutional effectiveness in the process of the board's evaluation of the CEO, the team recommends that the board establish a policy to describe the formal, systematic evaluation of its CEO to include criteria and goals. (Standard IV.C.3)

Recommendation 1

In order to improve institutional effectiveness, the team recommends the College document and effectively communicate the purpose, discussion, recommendations, and decisions of College committees and meetings. (Standard I.B.1; I.B.6; IV.A.6)

In order to improve institutional effectiveness, the team recommends the College document and effectively communicate the purpose, discussion, recommendations, and decisions of College committees and meetings. (Standard I.B.1; I.B.6; IV.A.6)

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Deep Springs used the 2016 Self-Study as an opportunity to improve institutional effectiveness. Recommendation 1 from the team visit reflects areas in which the College recognized needs for improvement. The structure of the Deep Springs program is such that students who attend for two years chair four of the College's main standing committees. Combined with the occasional turnover in faculty, staff, and administration, the leadership structures of the College's main standing committees pose unique challenges to maintaining institutional memory and make it absolutely critical to do so.

An observation from the team in 2017 was that lots of work is done at Deep Springs through committees and discussions. At the same time, because there was not much record-keeping for these committee meetings and discussions, there was little guarantee that this work could be used in more holistic and comprehensive ways.

The best existing template for record-keeping at Deep Springs is the process surrounding meetings of the Trustees of Deep Springs, which also include the broader Deep Springs community of students, faculty, and staff. Reports for these meetings are generated in advance for participants to read and to use to prepare for discussions. Notes are taken for all meetings by the secretary appointed by the Trustees, and any results of meetings or discussions are disseminated to the community through communications (emails, reports) to ensure the integrity and effectiveness of the process.

Several standard practices for student-led committee meetings have developed. These practices include individual and group preparation in advance of meetings, notes and minutes taken during meetings, and communication maintained with all relevant constituencies. These standard practices create a greater sense of participation and accountability, not only within committees and their processes, but also within the larger mission of Deep Springs as a collaborative enterprise.

Evidence:

- [Academic Policy Review Process - Meeting Notes and Recommendations](#)
- [Meeting Notes on Review of Mission Statement](#)
- [Sample Student Body Committee Meeting Notes](#)
- [Sample Staff Meeting Notes](#)
- [Coeducation Report](#)
- [Pandemic Response Report](#)
- [Sample Communication from President to the Student Body and Community](#)
- [Infrastructure Report](#)
- [Trustees of Deep Springs College - Reports](#)
- [Trustees of Deep Springs College - Sample Meeting Notes](#)

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Recommendation 2

In order to improve institutional effectiveness, the team recommends the College complete the resource allocation processes which includes goals, objectives, methods of assessment, analysis, results, and how the results are used for improvement. (Standard I.B.1; I.B.9; ER 19)

Recommendation 2 reflects another area in which the team observed room for improvement. Instead of ad-hoc planning or response to circumstances as they arise, Deep Springs acknowledged the need for longer-term strategic planning in terms of financial resources, infrastructure, and changes in policies and procedures. The period since the last report has provided several opportunities for Deep Springs to use strategic planning with regards to all of these processes, including setting goals and objectives, finding methods of assessment, and using results to analyze effectiveness and make improvements as needed.

The best examples of this are the planning processes surrounding coeducation, pandemic planning, and planning for the renovation/replacement of college Boarding House.

With regards to the renovation of the College Boarding House, Deep Springs engaged in long-term planning with respect to fundraising, soliciting feedback from all members of the community, working with architects and planners, involving students in the planning process (and labor, when possible), and making arrangements for foodservice facilities during demolition and construction. Renovation plans and the schedule by which those plans were set to take place were vetted with community members and the Trustees of Deep Springs. Necessary adjustments to the renovation plans have been made, as needed, during the pandemic.

With regards to coeducation, when the College determined that women could be admitted as students in 2018, a coeducation committee was formed from members of the Student Body, faculty, staff, administration, the Trustees of Deep Springs, and consultants not associated with Deep Springs to provide additional information and feedback. These consultants included David Ramirez, Director of Psychological Services at Swarthmore College, Theodore O'Neill, Faculty Member and former Dean of Admissions, The University of Chicago, and Jennifer Payne, Dean of the Work Program, and former Director of Residence Life at Sterling College. The committee convened throughout the fall of 2017 and determined areas in which the College needed to consider changes to policy, procedure, administration, and infrastructure. Subcommittees were formed with respect to Recruitment & Admissions, Student Life, Student Body Self-Governance, First-Year Orientation, Health & Safety, and Harassment and Assault.

Deep Springs also allocated financial resources for changes in infrastructure, hiring of consultants, and any other expenses to be determined by these committees. For example, former Deep Springs Director of Operations Jill Lawrence, Program Director at Outward Bound Denver was hired to work with students on the Applications Committee. By the time, the first coed class of Deep Springs students was on the Deep Springs campus in the summer of 2018, these plans and provisions had helped pave the way for a smooth transition. As part of the overall planning process, the College committed to continuing assessment of its programs to see how the College was meeting the needs of a coeducational student population.

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With respect to pandemic planning, the College realized in spring of 2020 that it needed to act quickly to determine potential health risks involved with continuing to run the Deep Springs program. Administrators and the Trustees of Deep Springs convened meetings with members of the Student Body (because many members of the Student Body were on spring break, the bulk of these meetings were virtual). After a series of lengthy discussions, administrators and the Trustees of Deep Springs determined that it was unsafe for students who were off campus to return. Courses were moved to online platforms and college labor was performed by a small group of students who had remained on campus during spring break.

Throughout the spring, administrators and the Trustees of Deep Springs met regularly to determine if the College could allow students to return to campus. Closely following trends of infection and recommendations from public health organizations, Deep Springs determined that students could return to campus in late spring to round out their final term before the graduation of DS'18, the first coeducational class at Deep Springs.

By the summer of 2020, a new class of students arrived on campus amid an elaborate set of policies and protocols designed to ensure the safety of all members of the Deep Springs community. During the summer, classes were held outside, all community members wore masks while in public indoor spaces, and those who traveled outside of the valley physically distanced from all other community members upon their return until their two-week quarantine period was complete. Meals were eaten outside or in private residences. In anticipation of colder weather and added risks from spending more time indoors in buildings with heating systems that recirculate air, the College adjusted its pandemic policies. Students and faculty entered a “bubble” which had no contact with anyone who had left the valley within the past two weeks in order to allow for classes to be held indoors and for community meals to be shared indoors.

In the fall of 2020, as rates of infection were rising around the country, administrators, the Trustees of Deep Springs, and the Student Body continued meeting to determine if it would be safe for students to remain on campus through the winter. After considering several proposals and weighing possible outcomes, the College determined that students should leave campus in early December and not return until mid-February at the earliest.

Throughout all of this, administrators, elected members of the Student Body, and the Trustees of Deep Springs were working diligently to develop policies with regards to health and safety. Areas of building were designated for use by specific members of the community. Short-term online courses were solicited for the winter of 2021. Necessary supplies were obtained by the Director of Operations and the Associate Dean, who took over all in-town trips. The main objective throughout all of this was protecting the health and safety of all members of the Deep Springs community. As the pandemic continues, these discussions and meetings have become a regular part of planning for practically all aspects of the Deep Springs program.

Evidence:

- [Coeducation Report](#)
- [Pandemic Response Report](#)

Deep Springs Midterm Report

- [Infrastructure Report](#)
- [Trustees of Deep Springs - Reports](#)

Recommendation 3

In order to improve institutional effectiveness, the team recommends the college establish an integrated planning model to clearly connect the goals and assessment of the three pillars (academics, labor, and self-governance) to the goals. (Standard I.B.1; I.B.9; ER 19)

Recommendation 3 reflects the need for not only longer-term strategic planning, but also a more concrete model that connects the goals and assessments of the three pillars of the Deep Springs program to the goals and assessments of strategic planning processes. This enables Deep Springs to gauge the ways in which strategic planning supports learning outcomes.

To this end, Deep Springs has been working towards completing a review of all three pillars (reviews of the academic and labor pillars have been completed). From these reviews, the College has created concrete guidelines for standards for learning outcomes (the Goals of the Deep Springs Academic Program and the Goals of the Deep Springs Labor Program) as well as benchmarks for setting priorities and allocating resources to support and meet these outcomes.

Examples of this include long-term strategic planning with regards to financial resources (investments, fundraising), infrastructure (the Boarding House and faculty housing renovation and construction projects), faculty and staff hiring and retention, and student support services including IT infrastructure upgrades and counseling services.

A planning model has been integrated into Strategic Planning, Budget Planning, and Trustees of Deep Springs Meetings and Reports. Guidelines on standards for learning outcomes are used for setting priorities and allocating resources. In concert with the Deep Springs College mission statement, students are included as critical participants in this model.

Evidence:

- [Goals of the Deep Springs Academic Program \(GODSAP\)](#)
- [Course Descriptions and Course Self-Evaluations using GODSAP](#)
- [Goals of the Deep Springs Labor Program \(GODSLAP\)](#)
- [Disaggregate Student Achievement Data](#)
- [Description of Deep Springs Budget Process / Data](#)
- [Trustees of Deep Springs College - Reports](#)

Recommendation 4

In order to improve institutional effectiveness in the process of the board's evaluation of the CEO, the team recommends that the board establish a policy to describe the formal, systematic evaluation of its CEO to include criteria and goals. (Standard IV.C.3)

At time of the last team visit, there was no systematic policy for the Trustees of Deep Springs to evaluate the College's CEO. The team's recommendation reflected the need for a platform for

Deep Springs Midterm Report

the Trustees of Deep Springs to set criteria and goals by which to assess the performance of its CEO. In light of the Deep Springs College mission and program, this creates a more formal policy for communication and transparency.

To this end, the Trustees of Deep Springs created a policy on CEO review. Since the last team visit, the CEO review process has been implemented and the Trustees of Deep Springs have used the policy to review the College's President and CEO, David Neidorf. The Trustees of Deep Springs will evaluate the current CEO of Deep Springs College on a regular basis and will use this platform for communication with the CEO and the broader Deep Springs community. It should be noted that the policy on reviewing the CEO was extremely useful in setting guidelines for the CEO/college President search in 2019.

Evidence:

- [Job Description – President](#)
- [Sample Trustees of Deep Springs Review of CEO](#)
- [Trustees of Deep Springs College – Policy on Review of College CEO](#)

Data Trend Analysis

Below, please find a complete Data Trend Analysis form.
Please note the following:

Institution Set Standards

Degree Completion

Most Deep Springs students transfer to complete their BAs at 4-year colleges, so the rate of program completion does not automatically translate into the rate of associate degrees conferred.

Certificate Completion

While students are evaluated on academic and labor performance (as well as participation in the larger community), Deep Springs does not confer certificates.

Licensure Pass Rate

Deep Springs programs do not include licensed training.

Job Placement

Job Placement is not a goal of the Deep Springs program.

Annual Fiscal Report Data

Financial Aid

All students attending Deep Springs receive full tuition, room, and board.

Deep Springs Midterm Report

Data Reporting Form

ACCJC Midterm Report Data Form

[Click Here for Word Version](#)
 (for reports due through Spring 2020)
ANNUAL REPORT DATA
 INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	0.95%	0.95%	0.95%
Stretch Goal			
Actual Performance	0.99%	0.981%	0.985%
Difference between Standard and Performance	0.04%	0.031%	0.035%
Difference between Stretch Goal and Performance			
Analysis of the data:	N/A		

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard			
Stretch Goal			
Actual Performance			
Difference between Standard and Performance			
Difference between Stretch Goal and Performance			
Analysis of the data:	N/A		

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard			
Stretch Goal			
Actual Performance			
Difference between Standard and Performance			
Difference between Stretch Goal and Performance			
Analysis of the data:	N/A		

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TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	12	12	12
Stretch Goal	13	13	13
Actual Performance	15	15	14
Difference between Standard and Performance	+3	+3	+2
Difference between Stretch Goal and Performance	+1	+1	+1
Analysis of the data:	N/A		

STUDENT LEARNING OUTCOMES ASSESSMENT

	Year 1	Year 2	Year 3
Number of Courses	26	27	22
Number of Courses Assessed	26	27	22
Number of Programs			
Number of Programs Assessed			
Number of Institutional Outcomes			
Number of Outcomes Assessed	26	27	22
Analysis of the data:	Each course is assessed using the Goals of the Deep Springs Academic Program (GODSAP)		

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LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
N/A											

Deep Springs Midterm Report

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
N/A											

Deep Springs Midterm Report

ANNUAL FISCAL REPORT DATA

Category	Reporting Years since Comprehensive Reviews		
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General Fund Performance

	Year 1	Year 2	Year 3
Revenue	\$1,802,309	\$1,816,186	\$1,887,123
Expenditures	\$1,644,222	\$1,715,693	\$1,689,717
Expenditures for Salaries and Benefits	\$978,342	\$999,122	\$1,032,028
Surplus/Deficit	\$158,087	\$100,493	\$197,406
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	8.77%	5.53%	10.46%
Reserve (Primary Reserve Ratio)	\$716,648	\$817,142	\$1,014,548

Analysis of the data: The College has operated with a surplus every year since FY08-09 and maintains a large operating reserve

Other Post-Employment Benefits

Actuarial Accrued Liability (AAL) for OPEB	0	0	0
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0	0	0
Annual Required Contribution (ARC)	0	0	0
Amount of Contribution to ARC	0	0	0

Analysis of the data: N/A

Enrollment

Actual Full-Time Equivalent Enrollment (FTES)

Analysis of the data: N/A

Financial Aid

USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate) 0 0 0

Analysis of the data: N/A

Report on the outcomes of the Quality Focus Essay

Quality Focus Essay from the DS 2016 Self Study Report:

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 Student Learning Outcomes. 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*

Deep Springs Midterm Report

- *A comprehensive review of Student Self-Governance using quantitative and qualitative data from alumni*
- *The development of Student Learning Outcomes 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 Student Learning Outcomes 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

Deep Springs Midterm Report

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).

Fortunately, neither the coeducation transition nor the Covid-19 pandemic have inordinately derailed the timeline for this project. Design work commenced in 2016 and was completed in 2019. Demolition work was carried out and completed in the summer of 2020, and construction of the new Boarding House is projected to begin this winter (2021).

The last Quality Focus Essay described how the Boarding House was not meeting the college's infrastructure needs. Besides being seismically unsafe, the layout and construction of the Boarding House – which dates back to the 1920s – were not well-suited to the college's current needs. For example, the layout of the kitchen – which was meant for 1920s kitchen staff – was not well-designed with respect to contemporary student cooks and cooking instruction from a Boarding House manager.

Design of the new building involved a great deal of community input with respect to the function of the Boarding House and its role in the Deep Springs community. Priorities that went into the final design included (from the Director of Operations' Infrastructure Report):

- A dining hall that was adaptable to be homey and cozy for the normal campus population of approximately 45 while capable of seating larger groups for reunions or other gatherings.
- A kitchen that was significantly larger than typically used in a commercial facility to accommodate the kinds of instruction and learning inherent in the Deep Springs labor program.
- Location of the kitchen and scullery in ways that keep them connected with the community around them, instead of being hidden in more typical foodservice layouts.
- Inclusion of expanded and adaptable food preparation spaces for the processing, preserving, and preparation inherent in the college's food production systems including the garden, dairy, and small animals' programs.

The Deep Springs President and the Development Officer have been key in securing donations for the construction of and equipment for the new Boarding House. Students have been involved in every non-construction aspect of the project, including some demolition, sorting, and recycling of debris, removal and storage of Boarding House furniture and equipment, preparing the construction site for the new building, and setting up temporary food service facilities during construction.

Deep Springs looks forward to the completion of this project. As one of the most-used buildings on campus, the renovated Boarding House will significantly contribute to the quality of life for all members of the Deep Springs community. Besides improved facilities for eating, cooking, labor, and instruction, the new Boarding House will provide an integral space for committee meetings, student work, and community life at large.

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Anticipated outcomes for the project include:

- Improvement of the Boarding House as both a pedagogical space for labor and as a multi-use space for community and pedagogical purposes.
- Inclusion of students in the planning and oversight of the project serves as part of the educational experience for Student Body members.

With construction of the new Boarding House beginning this year, the project should be complete by the next Deep Springs College Self Study Report.

Evidence:

- [Fundraising Data](#)
- [Infrastructure Report](#)

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 resources 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

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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

Creation of a Centralized Resource Database and Archive of Organizational Information

This was a key goal for Deep Springs based on previous self-studies and recommendations from Visiting Teams. Deep Springs recognizes both the pitfalls of short institutional memory as well as the benefits that come from more organized record keeping. The Centralized Resource Database has created a means for all college constituencies to access information with respect to college programs and policies. This includes everything from labor Passovers to financial reports to medical injury reports.

Generally, records are kept anywhere from two to ten years, depending on how often data and documents change. Documents are updated on a regular basis (between everyone and three years). Digital copies of most files will be kept in an administrative database. Private data is kept under the purview of the college's administration.

A full list of the Centralized Resource Database is below:

PHYSICAL CENTRALIZED RESOURCE DATABASE				
DOCUMENT	HOW FAR BACK RECORDS ARE KEPT	HOW OFTEN DOCUMENT IS UPDATED / REVIEWED	KEEP FOR ARCHIVE	PRIVATE DATA
Student Body Contact Information	Two years	Every year		X
Administration, Faculty and Staff Contact Information	Three years	Every year		X
Emergency Contact Information	Current	Current		X
Mission Statement	Ten years	Every year	X	

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Articles of Incorporation	Current	Current	X	
Deed of Trust	Current	Current	X	
Bylaws of Deep Springs Corporation	Ten years	Every year	X	
Organizational Flow Chart	Five years	Every year		
Administration CVs	Five years	Every two years		
Deep Springs College Handbook	Five years	Every two years	X	
Academic Policy	Five years	Every year		
Academic Catalog	Ten years	Every two years	X	
Descriptions of Public Speaking and Composition	Five years	Every two years		
Library Passover	Five years	Every year		
Library Report	Five years	Every year		
Subscription Information for Online Resources	Five years	Every year		
Policy on Counseling Services	Five years	Every two years		
Medical Injury Reports	Five years	Every two years		
Committee Descriptions and Passovers	Five years	Every year	X	
Labor Position Descriptions and Passovers	Five years	Every five years	X	
Roster of TDS Members	Two years	Every year		
TDS Handbook	Five years	Every two years		
TDS Resolutions	Seven years	Every year		
TDS Reports	Seven years	Every year	X	
Budget	Five years	Every year		
Audit	Five years	Every year		
Fundraising Data	Five years	Every year		
Annual Report	Five years	Every year	X	
Sample Application	Five years	Every two years		
List of Colleges of Transfer	Five years	Every year		
Alumni Questionnaire	Ten years	Every seven yrs.	X	
Press	Ten years	Every year		

Deep Springs Midterm Report

Accreditation Self-Study Report	Six years	Every three yrs.		
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Updates to the Centralized Resource Database are collaborative efforts between the Deep Springs President, the Dean, the Director of Operations, the Office Manager, relevant staff and faculty, Student Body officers, and relevant members of the Student Body. Collection of data began in the fall of 2016 and has continued ever since.

Outcomes for this project have surpassed expectations with respect to academic quality and institutional effectiveness, including:

- 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

It should be noted that the practices of collecting records and maintaining data have been integrated into almost all aspects of the Deep Springs program. It should also be noted that this has greatly facilitated collection of data for this report.

Evidence:

- [Deep Springs College Academic Catalog](#)
- [President CV](#)
- [Dean CV](#)
- [Faculty CV](#)
- [Required Courses - Descriptions](#)
- [Disaggregate Student Data](#)
- [Sample Application](#)
- [Deep Springs College Mission Statement](#)
- [Organization of the Institution Flow Chart, Fall 2020](#)
- [Student Body Bylaws](#)
- [Student Labor Positions](#)
- [Committee Passovers and Descriptions](#)
- [Bylaws of Deep Springs Corporation](#)
- [Deep Springs College Articles of Incorporation](#)
- [Deep Springs College Handbook](#)
- [Library Report](#)
- [Library Passovers](#)
- [Subscriptions to Online Resources](#)
- [Safety / Accident Reports](#)
- [Policy on Counseling Services](#)
- [Audits](#)

Deep Springs Midterm Report

- [Fundraising Data](#)
- [Trustees of Deep Springs College - Roster](#)
- [Trustees of Deep Springs College - Reports](#)
- [Trustees of Deep Springs College Handbook](#)
- [2016 Self Study Report](#)

Evaluation / Self-Evaluation of Student-Governance

As of the writing of this report, the evaluation and self-evaluation of Student Self-Governance has not yet begun. This is mainly due to circumstances and events that required redirected attention on the part of the college. The first of these circumstances is the college's transition to coeducation. After the Trustees of Deep Springs voted in September of 2011 to admit women, two members of the board challenged this decision in court. The case wound its way through the California courts and was settled in the summer of 2017 when the California Supreme Court decided not to hear an appeal to a decision in favor of allowing the college to admit women. At that time, the college decided to admit women for the next incoming class (DS18). In order to do so, some long-term projects were put on hold while the college pivoted its efforts toward ensuring a successful transition to coeducation. Committees were created, including the Coed Transition Committee, the Sexual Misconduct Committee, and subcommittees on Student Life, Health and Safety, and First-Year Orientation. A great deal of committee work and review over the next year and a half was dedicated toward preparing to receive the first women as members of the Student Body and to review how the transition was going. By the end of 2019, coeducation was well underway, and the college was ready to return to scheduled long-term projects, such as the evaluation and self-evaluation of Student Self-Governance.

At the start of 2020, the Covid-19 pandemic hit the United States. When most colleges paused on-campus learning in the spring, Deep Springs followed suit, asking those students currently on spring break to remain off campus until the college and the Trustees of Deep Springs could determine the safest course of action. Over the next year – again, as was the case with the coeducation transition – a great deal of committee work and review that would otherwise have gone into review of Student Self-Governance was redirected to creating safety protocols in the face of the pandemic. The Student Body, college administrators, faculty, and staff worked closely with the Trustees of Deep Springs to determine if, when, and how students might be able to return to campus. Safety protocols with respect to “bubbles” and groupings based on potential exposure were created. Buildings and facilities were designated for specific use by specific community members. The Trustees of Deep Springs worked with the college's administration and Student Body to reconfigure the schedule for the 2020-2021 academic year to accommodate challenges brought by the pandemic.

As the Covid-19 pandemic situation improves, Deep Springs plans to pick up its review of the Student Self-Governance pillar. By the next self-study report, the college hopes to have not only reviewed Student Self-Governance, but also to have come up with Student Learning Outcomes with respect to the pillar. Similar to previous reviews of the academic and labor pillars, the college's administration and the Trustees of Deep Springs will work with the Student Body

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(including all Student Body officers). Quantitative and qualitative data will be collected through surveys of alumni.

Recognizing that the profile of students has changed over the last 100 years, there will also be research on the evolution of Student Self-Governance through the history of the college. Deep Springs will aim to evaluate Student Self-Governance in the context of the contemporary makeup of the Student Body while reviewing this pillar with regard to the college's mission statement. The experience of Deep Springs has been that despite apparent changes in student demographics, core elements of the Deep Springs program have remained intact. At same time, Deep Springs aims to ensure that all elements of the program – including Student Self-Governance – are working to create a vital learning environment with goals and outcomes that are appropriate to both the Deep Springs program and the Deep Springs student population.

As in other reviews, the Mission Statement will be key in guiding research and data collection and helping shape Student Learning Outcomes. Assuming that current trends in public health with regards to the Covid-19 pandemic continue to improve, initiation of this review should begin in 2021 with a larger project fully underway by the next Self Study Report.

Anticipated outcomes for this review include:

- Updated information and background on the history of Student Self-Governance at Deep Springs College
- Evaluation of Student Self-Governance with respect to recent demographics of the Deep Springs Student Body
- A comprehensive review of Student Self-Governance using quantitative and qualitative data from alumni
- The development of Student Learning Outcomes 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 review and process of implementing learning outcomes for the Student Self-Governance pillar should be well underway by the time of the next Deep Springs College Self Study Report.

Evidence:

- [Goals of the Deep Springs Academic Program \(GODSAP\)](#)
- [Goals of the Deep Springs Labor Program \(GODSLAP\)](#)
- [Deep Springs College Mission Statement](#)
- [Student Body Bylaws](#)
- [Coeducation Report](#)
- [Pandemic Response Report](#)

Appendices

Appendix A: Deep Springs Academic Program: College Curriculum, Academic Catalog, and Academic Policy

[Deep Springs College Academic Catalog](#)

- General Information
- Academic Policy
- Courses
- Faculty

[President CV](#)

[Dean CV](#)

[Faculty CV](#)

[Goals of the Deep Springs Academic Program \(GODSAP\)](#)

[Course Descriptions and Course Self-Evaluations using GODSAP](#)

[Goals of the Deep Springs Labor Program \(GODSLAP\)](#)

[Disaggregate Student Achievement Data](#)

[Required Courses - Descriptions](#)

[Academic Policy Review Process - Meeting Notes and Recommendations](#)

[Faculty Committee Description](#)

[Sample Agenda for Faculty Meetings](#)

[Sample Course Evaluations](#)

[Sample Faculty Narrative Evaluations of Students](#)

[Sample Faculty Rehire Evaluations](#)

[Deep Springs College Alumni Data – Colleges of Transfer](#)

[Deep Springs College Website](#)

Appendix B: Demographics of the Deep Springs College Student Body and its Applicants

[Disaggregate Student Data](#)

[Sample Application](#)

[Applications Committee Passover and Description](#)

Appendix C: Deep Springs College Organization of the Institution

[Deep Springs College Mission Statement](#)

[Meeting Notes on Review of Mission Statement](#)

[Organization of the Institution Flow Chart, Fall 2020](#)

[Student Body Bylaws](#)

[Job Description – President](#)

[Job Description – Dean](#)

[Job Description – Director of Operations](#)

[Sample Staff CV](#)

[Job Descriptions – Staff Positions](#)

[Student Labor Positions and Passovers - Committee Passovers and Descriptions](#)

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[Sample Student Body Committee Meeting Notes](#)
[Sample Staff Meeting Notes](#)
[Sample Job Search Listings](#)
[Coeducation Report](#)
[Pandemic Response Report](#)
[Sample Evaluations of Staff](#)
[Sample Evaluations of Student Labor](#)
[Sample RCom Evaluations](#)
[Sample Trustees of Deep Springs College Review of CEO](#)
[Sample Communication from the President to the Student Body and Community](#)
[Bylaws of Deep Springs Corporation](#)
[Deep Springs College Articles of Incorporation](#)
[Deep Springs College Website](#)

Appendix D: Deep Springs College Handbook

[Deep Springs College Handbook](#)

- Introduction to Deep Springs
- General Information
- Student Specifics
- Curriculum and Faculty Information
- Appendix B: Academic Committees and Policy

Appendix E: Deep Springs College Student Services

[Library Report](#)
[Library Passovers](#)
[Subscriptions to Online Resources](#)
[IT Report](#)
[Student WFR Training](#)
[Safety / Accident Reports](#)
[Policy on Counseling Services](#)
[Student Survey on Counseling Services](#)

Appendix F: Deep Springs College Resources

[Audits](#)
[Description of DS Budget Process / Data](#)
[Fundraising Data](#)
[Sample Fundraising Letters](#)
[Infrastructure Report](#)
[Telluride Association LLC Report](#)

Deep Springs Midterm Report

Appendix G: Trustees of Deep Springs College

[Trustees of Deep Springs College - Roster](#)

[Trustees of Deep Springs College - Reports](#)

- Budget and Operations Committee
- Academic Affairs Committee
- Safety Committee
- Development Committee
- Investment Committee
- Executive Committee

[Trustees of Deep Springs College – Sample Meeting Notes](#)

[Trustees of Deep Springs College Handbook](#)

- Trustees of Deep Springs College Bylaws
- Trustees of Deep Springs College Policies

[Trustees of Deep Springs College - Self Evaluation](#)

[Trustees of Deep Springs College – Policy on Review of College CEO](#)

Appendix H: Deep Springs College Publications

[Deep Springs College Website](#)

[Deep Springs Alumni Newsletters](#)

[Communications / PR Report](#)

Appendix I: 2016 Visiting Team Report

[Appendix A: Deep springs Academic Program](#)

[Appendix B: Demographics of the Deep Springs College Student Body and its Applicants](#)

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